
From: Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485F246B6E74618A42FFBFF0566D503-MWADLINGTON>
Sent: 6/1/2014 4:54:52 PM -0400
To: Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-IHarazduk>
CC: Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>
Subject: Le Cordon Bleu-Tukwila, WA-RV(2)-2nd Edit
Attachments: 00023929,RV Culinary Arts,Edit 2.doc; 00023929,RV Patisserie and Baking,Edit 2.doc

Hey Ian,

Here the two RV reports for the above mentioned visit.

Best regards,

Maurice Wadlington, M.Ed

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.(b)(6) - p | 202.842.2593 - f

(b)(6) -c

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**QUALITY ASSURANCE MONITORING: READINESS REPORT
ACADEMIC ASSOCIATE'S DEGREE IN CULINARY ARTS**

**Le Cordon Bleu College of Culinary Arts
360 Corporate Drive North
Tukwila, WA 98188
ACICS ID Code: 00023929**

Ms. Jennifer Sohonie, Campus Director (jsohonie@seattle.chefs.edu)

acicsinfo@seattle.chefs.edu

**Main Campus
Le Cordon Bleu College of Culinary Arts
Austin, TX
ACICS ID Code: 00021352**

May 30, 2014

Projected Enrollment in the New Program During Its First Year of Operation: 150

Mr. Paul Lacroix

Culinary Arts/Patisserie
Specialist

Johnson & Wales
University

Providence, RI

Mr. Maurice
Wadlington

Staff

ACICS

Washington,
DC

MISSION

R.01 Is the mission statement appropriate for the type of new credential offered?

Yes No

RELATIONS WITH STUDENTS

R.02 Does the campus have appropriate admissions criteria for this program?

Yes No

R.03 Are there any admissions requirements unique to this program?

Yes No

EDUCATIONAL ACTIVITIES

R.04 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to Question R.06.*)

R.06 Who is assigned to administer all academic programs, and what are this person's qualifications?

Ms. Jennifer Sohonie, interim director of education, is assigned to administer all academic programs. Ms. Sohonie earned an associate's degree in culinary arts from the California School of Culinary Arts, a bachelor's degree in sociology from Duke University and a master's degree in education from the American International University. Prior to coming to Seattle in 2010, she had been with Le Cordon Bleu College in Dallas as a chef instructor. Most recently, she has served as chef instructor, and director of education. She has extensive experience having worked as an assistant to the chief financial officer, marketing, garde manger, line cook, chef owner of her restaurant, Bistro by Jenn. Ms. Sohonie was recently promoted to campus director.

R.07 Does this individual possess appropriate academic or experiential qualifications?

Yes No

R.08 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

Mr. Jeff Euteneier is the lead instructor of the culinary arts and patisserie and baking programs. Mr. Euteneier earned an associate's degree from Le Cordon Bleu College of Culinary Arts in Portland and a bachelor's degree in interdisciplinary studies from Central Washington University. Prior to coming to the Seattle campus in 2010 as a chef instructor, he served as a line cook, sous chef, lead instructor, and executive chef for eight years. To fulfill his tasks as lead instructor, Chef Euteneier has no teaching responsibilities.

R.09 Does this individual possess appropriate academic or experiential qualifications?

Yes No

R.10 Does the program administrator have sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

R.11 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

R.12 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

Yes No

R.13 Are appropriate provisions made in the new program for individual differences among students?

Yes No

R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?

Yes No

R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

R.16 Are course prerequisites appropriate?

Yes No

R.17 Is an appropriately detailed syllabus on file for each course in the program?

Yes No

R.18 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No

Not Applicable (these elements are not part of the program or no student is at that point in the program)

R.19 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?

Yes No

Not Applicable (no courses are offered via independent study)

R.20 Is credit appropriately converted in relation to total student contact hours in each class?

Yes No

R.21 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

R.22 Are official transcripts for all credentials held on file for all instructors in the program?

Yes No

R.23 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States?

- Yes No
 Not Applicable (no faculty hold foreign transcripts)

R.24 What is the campus' plan to continue to provide qualified faculty to teach in the new program?

The campus plans to hire two additional chef instructors and five part time instructors to teach the general education courses. At the time of visit, the campus was also reviewing applications for two additional lead instructors.

R.25 Is there documented evidence of a systematic program of in-service training at the campus?

- Yes No

R.26 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

- Yes No

R.27 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?

- Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

R.34 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

- Yes No

R.35 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

- Yes No

R.36 Are all general education courses appropriate for the program and do they meet Council standards?

- Yes No

R.37 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

- Yes No

R.38 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

- Yes No

R.39 Is there evidence that curricular offerings require the appropriate use of library resources?

- Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY**FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY**

R.62 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

R.63 What is the amount of the current year's library budget?

The total budget for 2014 is \$48,779 including the assessment of \$8,593 for Cybrary.

R.64 What portion of the current year's library budget has been spent and how has the money been allocated?

At the time of the visit, the campus has expended \$2,137.63 for the acquisition of books and subscriptions and \$7,200 for Cybrary.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

R.65 Does the faculty inspire, motivate, and direct student usage of the library resources?

Yes No

R.66 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

R.67 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

R.68 Are the library holdings for this program, including full-text online collections, up-to-date and adequate for the new program?

Yes No

R.69 Describe the campus' plans for continuing to provide library and instructional resources to support the new program?

The librarian intends to continue ensuring that the Cybrary on-line databases are relevant to the programs. Also, with the cooperation of the faculty, the campus plans to continue to do student orientations that incorporate the library as well as acquire more books and handouts for instructional resources.

R.70 Describe any full-text online collections available to students:

The principal virtual source is the Career Education Corporation Cybrary. It contains the following databases for research. Academic Search Premier, Culinary Arts Collection, Hospitality & Tourism Complete, EbscoHost eBook collection, Food Service Source, Master FILE Premier, Oxford Reference Online, National Newspapers, Opposing Viewpoints Resource Center and Safari Books.

Not Applicable (online resources are not utilized)

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

R.71 Is there a professionally trained individual (holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable) on staff who supervises and manages the library and instructional resources, facilitates their integration into all phases of the campus' curricular and educational offerings, and assists students in their use?

Yes No

R.72 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes No

R.73 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

All Career Education Corporation (CEC) schools have a three and sometimes four tiered library management team. There is the dean of library services located at CEC's campus support center, a regional director of library services who trains and oversees the local learning resource center specialist. She is located in Texas. Ms. Sharon Tani, is the regional librarian, has a master's degree in library science from San Jose State University in San Jose, California. In Seattle, Joyce Nicholas is the learning resource center specialist. Ms. Nicholas is currently studying at the Portland State University. She has served at Sanford Brown for 6 years as admissions support and for the last two years as the learning resource center. She is a member of the American Library Association (ALA) and has attended a number of their webinars. She is assisted by Ms. Tani and two students who are employed and two federal work study students. She trains these students following a strict step-by-step instructional guide developed at CEC. Ms. Nicholas is currently working 40 hours a week which is in conjunction of the posted learning resource center's hours.

R.74 Is there a trained individual, who is competent to both use and aid in the use of library technologies and resources, on duty to supervise the library and to assist students with library functions during scheduled library hours?

Yes No

R.75 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes No

SUMMARY

The campus has no areas of non-compliance.



**QUALITY ASSURANCE MONITORING: READINESS REPORT
ACADEMIC ASSOCIATE’S DEGREE IN PATISSERIE AND BAKING**

**Le Cordon Bleu College of Culinary Arts
360 Corporate Drive North
Tukwila, WA 98188
ACICS ID Code: 00023929**

Ms. Jennifer Sohonie, Campus Director (jsohonie@seattle.chefs.edu)

acicsinfo@seattle.chefs.edu

**Main Campus
Le Cordon Bleu College of Culinary Arts
Austin, TX
ACICS ID Code: 00021352**

May 30, 2014

Projected Enrollment in the New Program During Its First Year of Operation: 50

Mr. Paul Lacroix

Culinary Arts/Patisserie
Specialist

Johnson & Wales
University

Providence, RI

Mr. Maurice
Wadlington

Staff

ACICS

Washington,
DC

MISSION

R.01 Is the mission statement appropriate for the type of new credential offered?

Yes No

RELATIONS WITH STUDENTS

R.02 Does the campus have appropriate admissions criteria for this program?

Yes No

R.03 Are there any admissions requirements unique to this program?

Yes No

EDUCATIONAL ACTIVITIES

R.04 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to Question R.06.*)

R.06 Who is assigned to administer all academic programs, and what are this person's qualifications?

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Yes No

R.13 Are appropriate provisions made in the new program for individual differences among students?

Yes No

R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?

Yes No

R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

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Yes No

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Yes No

R.18 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No

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FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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R.37 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

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R.38 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

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R.39 Is there evidence that curricular offerings require the appropriate use of library resources?

- Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY**FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY**

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FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

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Yes No

R.66 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

R.67 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

R.68 Are the library holdings for this program, including full-text online collections, up-to-date and adequate for the new program?

Yes No

R.69 Describe the campus' plans for continuing to provide library and instructional resources to support the new program?

The librarian intends to continue ensuring that the Cybrary on-line databases are relevant to the programs. Also, with the cooperation of the faculty, the campus plans to continue to do student orientations that incorporate the library as well as acquire more books and handouts for instructional resources.

R.70 Describe any full-text online collections available to students:

The principal virtual source is the Career Education Corporation Cybrary. It contains the following databases for research. Academic Search Premier, Culinary Arts Collection, Hospitality & Tourism Complete, EbscoHost eBook collection, Food Service Source, Master FILE Premier, Oxford Reference Online, National Newspapers, Opposing Viewpoints Resource Center and Safari Books.

Not Applicable (online resources are not utilized)

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

R.71 Is there a professionally trained individual (holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable) on staff who supervises and manages the library and instructional resources, facilitates their integration into all phases of the campus' curricular and educational offerings, and assists students in their use?

Yes No

R.72 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes No

R.73 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

All Career Education Corporation (CEC) schools have a three and sometimes four tiered library management team. There is the dean of library services located at CEC's campus support center, a regional director of library services who trains and oversees the local learning resource center specialist. She is located in Texas. Ms. Sharon Tani, is the regional librarian, has a master's degree in library science from San Jose State University in San Jose, California. In Seattle, Joyce Nicholas is the learning resource center specialist. Ms. Nicholas is currently studying at the Portland State University. She has served at Sanford Brown for 6 years as admissions support and for the last two years as the learning resource center. She is a member of the American Library Association (ALA) and has attended a number of their webinars. She is assisted by Ms. Tani and two students who are employed and two federal work study students. She trains these students following a strict step-by-step instructional guide developed at CEC. Ms. Nicholas is currently working 40 hours a week which is in conjunction of the posted learning resource center's hours.

R.74 Is there a trained individual, who is competent to both use and aid in the use of library technologies and resources, on duty to supervise the library and to assist students with library functions during scheduled library hours?

Yes No

R.75 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes No

SUMMARY

The campus has no areas of non-compliance.

Kaplan College		
7833 Indianapolis Boulevard		
Hammond, IN 46324		
<i>Reason on Agenda:</i> QAM:OS	<i>Level:</i> 3	<i>ID Code:</i> 00010363
<i>Distance Education:</i> 50% or more		<i>No. of Findings:</i> 0
<i>Staff:</i> Derrick Ware		<i>IRC:</i>
<i>Retention:</i> 82%	Above Benchmark	<i>Financial Reporting:</i> NO
<i>Placement:</i> 79%	Above Benchmark	<i>Maximum Time Frame (mtg):</i> DEC16
<i>Default (12/11/10)</i> 17.7/23.4/25.8		<i>Original Grant Expiration Date:</i> 12/31/2016
<i>Pending Complaint:</i> NO		<i>Honor Roll Eligible:</i> N/A
<i>Adverse Info Open:</i> NO		<i>IRC Recommendation:</i> Approval
SUMMARY OF FINDINGS AND RESPONSE		CONCLUSION

From: Maurice Wadlington <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a485f246b6e74618a42ffbbf0566d503-mwadlington>
Sent: 10/2/2015 3:43:48 PM -0400
To: Linda Lundberg <(b)(6)@acics.org>
Subject: RE: Le Cordon Bleu - Tukwila- 2nd Edit Questions

Sorry for the delay on that one. But I had to work through it with Derrick.

From: Linda Lundberg
Sent: Friday, October 02, 2015 3:46 PM
To: Maurice Wadlington
Subject: RE: Le Cordon Bleu - Tukwila- 2nd Edit Questions

Thanks so much, Maurice! Have a great weekend!

Linda J. Lundberg

Program Analyst II

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.(b)(6) - p | 202.842.2593 - f

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From: Maurice Wadlington
Sent: Friday, October 02, 2015 3:41 PM
To: Linda Lundberg
Cc: Visit Reports
Subject: RE: Le Cordon Bleu - Tukwila- 2nd Edit Questions

Hi Linda,

Here is the final report for the mentioned above,

From: Maurice Wadlington
Sent: Thursday, October 01, 2015 2:05 AM
To: Derrick Ware
Cc: Linda Lundberg; Ian Harazduk
Subject: Le Cordon Bleu - Tukwila- 2nd Edit Questions
Importance: High

Hey Derrick,

I hope all is well. I have a few questions/concerns with the report as I was doing the second edit.

Please see below.

C.27- If this answer is actually a "No" that would warrant a finding. **(Section 3-1-513 (a) and Glossary)**

C.41- You have a note explaining that the foreign transcript was translated in English however, it was not evaluated by a member of NACES or AICES. That also would warrant a finding **(Section 3-1-541)**

C. 124- The find reads that library assistant, Ms. Joyce Nicholas, did not have any professional growth documentation. However, if onsite librarian Ms. Sharon Tani's file did show evidence of professional growth documentation this should not have been a finding.

I have attached the report below with some edits. However, I will need further clarity on the concerns above before I can complete the editing.

Best regards,

Maurice Wadlington, M.Ed.

Senior Accreditation Coordinator
Accrediting Council for Independent Colleges and Schools
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**QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT
ACADEMIC ASSOCIATE'S DEGREE IN CULINARY ARTS
ACADEMIC ASSOCIATE'S DEGREE IN PATISSERIE AND BAKING**

**LE CORDON BLEU COLLEGE OF CULINARY ARTS
360 Corporate Drive North
Tukwila, WA, 98188
ACICS ID Code: 00023929**

Ms. Jennifer Sohonie, Campus Director (JSohonie@seattle.chefs.edu)
acicsinfo@seattle.chefs.edu

**MAIN
Le Cordon Bleu College of Culinary Arts
3110 Esperanza Crossing, Suite 100
Austin, TX 78758
ACICS ID Code: 00021352**

September 21, 2015

**Date Culinary Arts Program Began: April 7, 2014
Date Patisserie and Baking Program Began: August 18, 2014
Current Total Enrollment: 223
Current CAR Program Retention: N/A**

Chef Antony Osborne Specialist Education Corporation of America Birmingham, Alabama
Mr. Derrick Ware Staff Representative ACICS Washington, DC

REPORT QUESTIONS

MISSION

C.01 Is the mission statement appropriate for the type of new credential offered?

Yes No

GENERAL COMMENTS

The mission statement accurately reflects the specific purpose for existing.

RELATIONS WITH STUDENTS

C.02 Does the campus have appropriate admissions criteria for the program(s)?

Yes No

C.03 Does the admissions policy conform to the campus's mission?

Yes No

C.04 Is the admissions policy administered as written?

Yes No

C.05 Are there any admissions requirements unique to the program?

Yes No

C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?

Yes No

C.07 Does the institution offer employment assistance to all students?

Yes No
 Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?

Yes No
 Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No
 Not Applicable

EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

C.13 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to Question C.15*)

- C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?
Chef Jennifer Sohonie is the campus director for Le Cordon Bleu College of Culinary Arts (LBC) - Tukwila. Chef Sohonie holds a bachelor's degree in sociology from Duke Univeristy and a master's degree in education in leadership of educational organization from the American Intercontinental University. Chef Sohonie also holds a associate's degree in culinary arts from the California School of Culinary Arts, Pasadena, CA and has achieved certification through the American Culinary Federation as a Certified Executive Chef and as a Certified Culinary Educator. Chef Sohonie has over 10 years of industry experience working in the hospitality field and has the culinary experience and the educational background to succesfully oversee the campus culinary & pastry degree programs.
- C.16 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?
Chef Jennifer Sohonie is assigned to adminster the new credentials. As previosuly noted, Chef Sohonie holds a bachelor's degree in sociology from Duke Univeristy and a master's degree in leadership of educational organization from the American Intercontinental University. Chef Sohonie has over 10 years of industry experience working in the hospitality field and has the culinary experience and the educational background to succesfully administer the campus' culinary & pastry degree programs.
- C.18 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?
 Yes No
- C.20 Are the time and resources devoted to the administration of the new credential sufficient?
 Yes No
- C.21 Is the program consistent with the campus's mission and the needs of its students?
 Yes No
- C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?
 Yes No
- C.23 List the community resources and describe how they are utilized to enrich the program.
The program has strong community resources to support both the culinary and pastry programs, as witnessed through the use of guest speakers and specialty site visits being utilized to enhance the classroom experience. The students are also active in several community events through participation in local food festivals, high school cooking demonstrations, and charity activities. The advisory board meets twice a year and is comprised of both culinary and pastry professionals, faculty, current and potential employers. The advisory board is well attended and is supportive of the culinary and pastry department programs.

- C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
 Yes No
- C.25 Does the catalog accurately describe the program and its objectives?
 Yes No
- C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the externship site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No
 Not Applicable (these elements are not part of the program or no student is at the point of needing them)
- C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
 Yes No
 Not Applicable (no courses are offered via independent study)
- C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
 Yes No
- C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
 Yes No
- C.31 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

C.32 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

C.33 Is credit appropriately converted in relation to total student contact hours in each class?

Yes No

C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

C.36 Are the following appropriate to adequately support the new program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Support for modes of instructional delivery.

Yes No

(e) Personnel.

Yes No

C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes No

C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

C.39 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

- (b) Well-defined instructional objectives.
 Yes No
- (c) The selection and use of appropriate and current learning materials.
 Yes No
- (d) Appropriate modes of instructional delivery.
 Yes No
- (e) The use of appropriate assessment strategies.
 Yes No
- (f) The use of appropriate experiences.
 Yes No

C.40 Are official transcripts for all credentials on file for all instructors in the program?

- Yes No

C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?

- Yes No
 Not Applicable (no faculty members hold foreign credentials)

C.42 Is there documented evidence of a systematic program of in-service training at the campus?

- Yes No

C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

- Yes No

C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?

- Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

C.46 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

- Yes No

C.47 Are all faculty in the program assigned to teach in no more than three fields of instruction?

- Yes No

C.48 Is the size of the faculty appropriate?

- Yes No

- C.49 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

- C.50 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- C.61 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?
 Yes No
- C.62 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
 Yes No
- C.63 Are all general education courses appropriate for the program and do they meet Council standards?
 Yes No
- C.64 Are the courses that satisfy the concentration and general education requirements identified in the catalog?
 Yes No
- C.65 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- C.66 Is there evidence that curricular offerings require the appropriate use of library resources?
 Yes No
- C.67 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No
 Not Applicable (no students in the second year)
- C.68 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

PUBLICATIONS

- C.107 Do the catalog and other publications accurately describe the new program?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-701 & Appendix C): The campus's catalog is not current and does not accurately describe the new programs. While the team was onsite, the campus presented the Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog effective May 2014 – May 2015. Therefore, the catalog does not meet Council standards.

C.108 Is the course-numbering system adequately explained in the catalog?

Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

C.110 Is the campus's established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

C.111 What is the amount of the current year's library budget?

The amount of the current year's library budget is \$1,400.

C.112 What portion of the current year's library budget has been spent and how has the money been allocated?

To date, \$600 of the 2015 library budget has been spent on various culinary and pastry text books and periodicals.

C.113 Do the new programs require appropriate use of library resources?

Yes No

C.114 Is there evidence that the faculty have involvement in the selection of library resources?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

C.115 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

C.116 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

C.117 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?

Yes No

C.118 Describe any full-text online collections available to students:

The library provides 18 databases, including GALE, a database that is specific to the culinary and pastry arts programs.

C.119 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes No

Not Applicable (program does not include general education courses)

C.120 Are the hours the library is open adequate to accommodate the needs of all students?

Yes No

C.121 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.122 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus's curricular and educational offerings, and assist students in their use?

Yes No

C.123 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Sharon Tani is the onsite librarian. Ms. Tani holds a bachelor's degree in photography and English from San Francisco State University and a master's degree in library and information science from San Jose State University. Ms. Tani has over 20 years of work experience in the public, academic, and special libraries field. She is supported by Ms. Joyce Nicholas, who holds a bachelor's degree in social sciences from Portland State University. Her office hours onsite are Monday through Thursday, from 8:30 a.m. to 3:00 p.m. and Friday from 5:30 p.m. to 8:30 p.m.

C.124 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes No

C.125 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

Yes No

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1.	3-1-701 and Appendix C	The campus's catalog is not current and thus does not accurately describe the program (page 8).

RECOMMENDATIONS

Any recommendation(s) provided in this report are not included in the report seen by the Council:

The team wishes to thank Chef Sohonie and her faculty for the hospitality given during the visit.

The team wishes to suggest the following recommendations:

Establish a comprehensive list of subject matter experts for the advisory board, which includes a brief biographical sketch listing their credentials and indicating their area of expertise.

From: Jeff Euteneier <JEuteneier@sacramento.chefs.edu>
Sent: 4/8/2015 9:27:16 PM -0400
To: Maurice Wadlington <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a485f246b6e74618a42ffbf0566d503-mwadlington>
Subject: RE: ACICS: Attempt to Schedule Spring 2015 Visit- LeCordon Bleu College of Culinary Arts- Sacramento, CA
Attachments: Visit Questionnaire.docx

Sir,

Here is the questionnaire. Please let me know if you have any further questions or concerns.

Thank you,

Jeff Euteneier, CEC, MBA | Campus Director

Le Cordon Bleu College of Culinary Arts | Sacramento

2450 Del Paso Road, Suite 150 | Sacramento, CA 95834

Office 916.830.(b)(6) Main Campus 916.830.6220

Fax 916.285.9483



From: Maurice Wadlington [mailto:(b)(6)@acics.org]
Sent: Wednesday, April 08, 2015 9:42 AM
To: Jeff Euteneier
Subject: RE: ACICS: Attempt to Schedule Spring 2015 Visit- LeCordon Bleu College of Culinary Arts- Sacramento, CA

Chef Euteneier,

Would you please remit the complete visit questionnaire at your earliest convenience?

Thanks,

Maurice Wadlington

From: Jeff Euteneier [mailto:(b)(6)@sacramento.chefs.edu]
Sent: Friday, April 03, 2015 3:45 PM
To: Maurice Wadlington
Subject: RE: ACICS: Attempt to Schedule Spring 2015 Visit- LeCordon Bleu College of Culinary Arts- Sacramento, CA

Sir,

As a recap of the conversation that we had today on the phone your visit will take place on **Friday, May 8, 2015.**

I will be finalizing the questionnaire you sent today and returning it to you ASAP. If there are any other requirements needed for your visit please do not hesitate to let us know.

Thank you,

Jeff Euteneier, CEC, MBA | Campus Director

Le Cordon Bleu College of Culinary Arts | Sacramento

2450 Del Paso Road, Suite 150 | Sacramento, CA 95834

Office 916.830.(b)(6) Main Campus 916.830.6220

Fax 916.285.9483



From: Maurice Wadlington [mailto:(b)(6)@acics.org]

Sent: Wednesday, April 01, 2015 12:02 PM

To: Jeff Euteneier

Subject: ACICS: Attempt to Schedule Spring 2015 Visit- LeCordon Bleu College of Culinary Arts- Sacramento, CA

Importance: High

Good Morning Mr. Euteneier,

This will entail both the LeCordon Bleu Culinary Arts and Patisserie and Baking programs.

***My proposed date for the visit is:
May 15, 2015***

Best regards,

Maurice Wadlington, M.Ed.

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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May 27 – 29, 2015

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Visit Questionnaire

1. Day and Evening Enrollments?
Yes. A.M. enrollments = 206 / PM enrollments = 103

2. Typical times for classes?
6am-10am / 10am-2pm / 2pm-6pm / 6pm-10pm

3. Classes offered every day? MWF? Alternate days?
Monday through Friday

4. Number of total students enrolled?
309

5. Highest credential level awarded by the campus?
Applied Associate of Science

6. Distance Education offered by the campus? Corporately or run onsite?
No.

7. What are the programs offered by the institution and what is the current enrollment in each program? Please list accordingly.

	Count of StuNum	
Program Description	ProgVersCode	Total
Culinary AAS	ALC1413233	103
Culinary AAS	ALC1414233	37
P&B AAS	ALP1414233	27
P&B AAS	ALP1415233	11
Culinary Certificate	CLC814233	71
Culinary Certificate	CLC815233	20
P&B Certificate	CLP415233	11
P&B Certificate	CLP814233	29
	Grand Total	309

8. If this will be a New Grant or Additional Location Inclusion visit, is there a campus addition associated? If so, where is it located?
No.

9. What is the closest airport to fly into?

Sacramento, SMF

10. Do any of the active programs hold any specialized accreditation? If so, which programs?

No.

11. Please list the dates of your mid-terms, breaks, finals, and start week for the relevant quarter or semester.

- **Midterms: April 23/24**
- **No breaks this term**
- **Finals: May 12/13**
- **Start Week: 4/6 – 4/10**

From: Craig Bartholomew <(b)(6)@scottsdale.chefs.edu>
Sent: 8/4/2014 8:18:48 PM -0400
To: Maurice Wadlington <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a485f246b6e74618a42ffbbf0566d503-mwadlington>
CC: Craig Bartholomew <(b)(6)@scottsdale.chefs.edu>
Subject: RE: ACICS: New Grant Visit-Fall Cycle- Le Cordon Bleu College of Culinary Arts-Scottsdale, AZ
Attachments: Visit Questionnaire.docx

Hi Mr. Wadlington,

Thank you for your email. I have attached the completed questionnaire for your review. As you are reviewing possible dates for our visit, please also take into consideration that I will be out of the country September 24th to September 29th. I look forward to speaking with you to discuss our visit.

Best regards,

Craig Bartholomew

Campus President

Le Cordon Bleu College of Culinary Arts

Office (480)-425-3105 | Cell (b)(6) |

(b)(6)@Scottsdale.chefs.edu



From: Maurice Wadlington [mailto:(b)(6)@acics.org]
Sent: Monday, August 04, 2014 9:46 AM
To: Craig Bartholomew
Subject: ACICS: New Grant Visit-Fall Cycle- Le Cordon Bleu College of Culinary Arts-Scottsdale, AZ

Good Morning Mr. Bartholomew,

According to our records, your campus is scheduled for a New Grant visit in the upcoming fall cycle. As such, I am attaching a visit questionnaire to help me to become more familiar with your campus and avoid scheduling the visit that is not in conflict with starts, mid-terms or finals. Therefore, please complete the attached document and remit it back to as soon as possible. Once I have received the questionnaire back from you, I will be contacting you to formally introduce myself, setting the visit dates and proceeding with the planning process.

Best regards,

Maurice Wadlington, M.Ed

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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Visit Questionnaire

1. Day and Evening Enrollments?
[Day Enrollments - 377, Evening Enrollments - 58 students, Online – 760 students]
2. Typical times for classes?
[Morning cohort: 6AM – 10AM, Mid-morning: 10AM – 2PM, Evening: 6-10PM]
3. Classes offered every day? MWF? Alternate days?
[Monday – Friday]
4. Number of total students enrolled?
[442 – Residential, 760 – Online]
5. Highest credential level awarded by the campus?
[Bachelor]
6. Distance Education offered by the campus? Corporately or run onsite?
[Yes. Run onsite]
7. What are the programs offered by the institution and what is the current enrollment in each program? Please list accordingly.
Certificate in Culinary Arts - 42
Certificate in Patisserie & Baking - 0
Associate in Occupational Studies in Culinary Arts - 314
Associate in Occupational Studies in Patisserie & Baking - 86
Associate in Occupational Studies in Culinary Operations (Online) - 100
Associate in Occupational Studies in Hospitality & Restaurant Mang (Online) - 368
Bachelor of Arts in Culinary Management (Online) – 218
8. If this will be a New Grant or Additional Location Inclusion visit, is there a campus addition associated? If so, where is it located?
[Renewal Application]
9. What is the closest airport to fly into?
[Sky Harbor International, <http://skyharbor.com/>, 20 minute cab ride]
10. Do any of the active programs hold any specialized accreditation? If so, which programs?
[No specialized accreditation. All residential programs accredited by the American Culinary Federation]

11. Please list the dates of your mid-terms, breaks, finals, and start week for the relevant quarter or semester.

Start Week – August 18 - 22, 2014

Mid-Term – September 8, 2014

Finals Week – September 22 – 25, 2014

Start Week – September 29, 2014 – October 3, 2014

Mid-Term – October 17, 2014

Finals Week – November 3 – 5, 2014

Start Week – November 10 – 14, 2014

Mid-Term – December 1, 2014

Thanksgiving Break – November 27-28, 2014

Finals Week – December 15 – 19, 2014

Holiday Break – December 22, 2014 – January 2, 2015

From: Maurice Wadlington <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a485f246b6e74618a42ffbbf0566d503-mwadlington>
Sent: 9/28/2015 10:27:15 AM -0400
To: Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a147-visitreports>
Subject: RE: Le Cordon Bleu - Tukwila

Sure. I will get it to you.

From: Linda Lundberg **On Behalf Of** Visit Reports
Sent: Monday, September 28, 2015 10:12 AM
To: Maurice Wadlington
Subject: FW: Le Cordon Bleu - Tukwila

Hi Maurice,

Would you have time to do the second edit of this report by Wednesday, September 30? Please let me know if that deadline doesn't work for you.

Thanks!

Linda

Linda J. Lundberg

Program Analyst II

Accrediting Council for Independent Colleges and Schools

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information contained herein is not expressly authorized, ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.

From: Derrick Ware
Sent: Monday, September 28, 2015 9:39 AM
To: Visit Reports
Subject: Le Cordon Bleu - Tukwila

Attached you will find the QAM-HC report for Le Cordon Bleu-Tukwila.

Derrick



**QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT
ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU CULINARY ARTS
ACADEMIC ASSOCIATE'S DEGREE IN PATISSERIE AND BAKING**

LE CORDON BLEU COLLEGE OF CULINARY ARTS

**2450 Del Paso Road, Suite 150
Sacramento, CA 90028
ACICS ID Code: 00023522**

Ms. Kimberly Valasquez, Campus President (kvalasquez@sacramento.chefs.edu)
(acicssinfo@sacramento.chefs.edu)

MAIN

**Le Cordon Bleu College of Culinary Arts
Austin, TX
ACICS ID Code: 00021352**

May 8, 2015

**Date Programs Began: February 2014
Current Total Enrollment: Culinary Arts: 135
Patisserie & Baking: 37**

**Current CAR Program Retention: Culinary Arts: 92%
Patisserie & Baking: 80%**

Mr. Paul Lacroix	Culinary Arts and Patisserie and Baking Specialist	Johnson & Wales University	Providence, RI
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

MISSION

C.01 Is the mission statement appropriate for the type of new credential offered?

Yes No

RELATIONS WITH STUDENTS

C.02 Does the campus have appropriate admissions criteria for the program(s)?

Yes No

C.03 Does the admissions policy conform to the campus's mission?

Yes No

C.04 Is the admissions policy administered as written?

Yes No

C.05 Are there any admissions requirements unique to the program?

Yes No

C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?

Yes No

C.07 Does the institution offer employment assistance to all students?

Yes No

Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?

Yes No

Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No

Not Applicable

EDUCATIONAL ACTIVITIES**FOR ALL PROGRAMS**

C.13 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to Question C.15*)

C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?

Chef Jeffrey Euteneier is the director of education for all programs. He earned a certificate in culinary arts from Le Cordon Bleu College of Culinary Arts in Portland, Oregon, a bachelor's degree in interdisciplinary studies from Central Washington University, and master's degree in business administration from Colorado Technical University. He is a certified executive chef in prometric food, safety proctor, and certified in

servsafe. Prior to coming to Le Cordon Bleu, he had over 10 years of culinary experience prior to coming to Le Cordon Bleu College of Culinary Arts.

C.16 Does this individual possess academic or experiential qualifications?

Yes No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

Chef Adrian Day-Murchison is the lead instructor for both the diploma and associate's level culinary arts programs. Chef Day-Murhison earned an associate's degree in culinary arts from Johnson & Wales University, Providence, Rhode Island and a bachelor's degree in management from Le Cordon Bleu College of Culinary Arts in Scottsdale, Arizona. He is certified as a prometric food safety proctor and servesafe by the National Restaurant Association. He had ten years of experience prior to coming to Le Cordon Bleu.

Chef Scot Rice is the lead instructor for both the diploma and associate's level patisserie & baking programs. Chef Rice earned a certificate in baking and pastry arts from the Culinary Institute of America in Hyde Park, New York, an associate's degree in business administration from Santa Rosa Junior College, in Santa Rosa, California and a bachelor's degree in career and technical studies from California State University in Sacramento, California. He is a certified food manager. Both lead instructors have a reduced teaching load which permits them to fully supervise their departments.

C.18 Does this individual possess appropriate academic or experiential qualifications?

Yes No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?

Yes No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?

Yes No

C.21 Is the program consistent with the campus' mission and the needs of its students?

Yes No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

Yes No

C.23 List the community resources and describe how they are utilized to enrich the program.

The college offers an extensive program of community resources including externships. They have participated in several employer spotlight programs, and published a list of upcoming events such as visits to the Arden Hills Country Club, Pearl on the River, Chops Steak Seafood & Bar, The Crazy Sac Latz Inc., Sellands's Market-Café, and Sierra at Tahoe Resort. The team reviewed over 28 pages of planned internal and external activities.

- C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
 Yes No
- C.25 Does the catalog accurately describe the program and its objectives?
 Yes No
- C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the externship site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No
 Not Applicable (these elements are not part of the program or no student is at the point of needing them)
- C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
 Yes No
 Not Applicable (no courses are offered via independent study)
- C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
 Yes No
- C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
 Yes No
- C.31 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

C.32 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

C.33 Is credit appropriately converted in relation to total student contact hours in each class?

Yes No

C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

C.36 Are the following appropriate to adequately support the new program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Support for modes of instructional delivery.

Yes No

(e) Personnel.

Yes No

C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes No

C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

C.39 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

C.40 Are official transcripts for all credentials on file for all instructors in the program?

Yes No

C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?

Yes No

Not Applicable (no faculty members hold foreign credentials)

C.42 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

Yes No

C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

C.45 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

C.46 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

C.47 Is the size of the faculty appropriate?

Yes No

C.48 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

C.49 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

C.60 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

Yes No

C.61 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

Yes No

C.62 Are all general education courses appropriate for the program and do they meet Council standards?

Yes No

C.63 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

Yes No

C.64 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

C.65 Is there evidence that curricular offerings require the appropriate use of library resources?

Yes No

C.66 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No

Not Applicable (no students in the second year)

C.67 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

PUBLICATIONS

C.105 Do the catalog and other publications accurately describe the new program?

Yes No

C.106 Is the course-numbering system adequately explained in the catalog?

Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

C.108 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

C.109 What is the amount of the current year's library budget?

The current year's library budget is \$13000.

C.110 What portion of the current year's library budget has been spent and how has the money been allocated?

\$6000 has been allocated for acquisitions on books, periodicals, CD's, and for demonstrations. In addition, the campus is assessed between \$7000-and \$9000 for Cybrary Beyond the expenditure for Cybrary, no additional expenditures have been made because of the acquisitions received from other campuses.

C.111 Does the new program require appropriate use of library resources?

Yes No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?

Yes No

C.116 Describe any full-text online collections available to students:

Virtually all databases in the Cybrary are full texts. Some of these include Ebsco, Gate Cengage, Business Source Complete, Credo Reference, Culinary Arts (Gale), ebook Collection, Mergent, Food Science

Source and Greenfile, Hospitality and Tourism Complete, Proquest Newsstand, and Opposing Viewpoints in Context.

Not Applicable (online resources are not utilized)

C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes

No

Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?

Yes

No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes

No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?

Yes

No

C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Kathleen Rainey is the on-site learning resource specialist. She has a master's in library science from Rutgers University in New Brunswick, New Jersey. She is a certified Pearson view test administrator and a member of the American Library Association. Her hours on-site are 40 hours a week.

At the time of the team's visit, Ms Sharon Tani, regional librarian was in residence. Ms Tani holds a master's degree in library science from San Jose State University. She is a member of the American Library Association (ALA), The California Library Association, The Culinary Historians of Southern California, as well as the Association of College and Research Librarians

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes

No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

Yes

No

SUMMARY

Based on the team's review, there are no areas requiring additional information.



**QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT
ACADEMIC ASSOCIATE'S DEGREEER IN PATISSERIE AND BAKING**

LE CORDON BLEU COLLEGE OF CULINARY ARTS

2450 Del Paso Road, Suite 150

Sacramento, CA 90028

ACICS ID Code: 00023522

Ms. Kimberly Valasquez, Campus President (kvalasquez@sacramento.chefs.edu)

(acicssinfo@sacramento.chefs.edu)

MAIN

Le Cordon Bleu College of Culinary Arts

Austin, TX

ACICS ID Code: 00021352

May 8, 2015

Date Program Began: February 2014
Current Total Enrollment: 37
Current CAR Program Retention: 80%

Mr. Paul Lacroix	Culinary Arts and Patisserie and Baking Specialist	Johnson & Wales University	Providence, RI
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

MISSION

C.01 Is the mission statement appropriate for the type of new credential offered?

Yes No

RELATIONS WITH STUDENTS

C.02 Does the campus have appropriate admissions criteria for the program(s)?

Yes No

C.03 Does the admissions policy conform to the campus's mission?

Yes No

C.04 Is the admissions policy administered as written?

Yes No

C.05 Are there any admissions requirements unique to the program?

Yes No

C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?

Yes No

C.07 Does the institution offer employment assistance to all students?

Yes No

Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?

Yes No

Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No

Not Applicable

EDUCATIONAL ACTIVITIES**FOR ALL PROGRAMS**

C.13 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to Question C.15*)

C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?

Chef Jeffrey Euteneier is the director of education for all programs. He earned a certificate in culinary arts from Le Cordon Bleu College of Culinary Arts in Portland, Oregon, a bachelor's degree in interdisciplinary studies from Central Washington University, and master's degree in business administration from Colorado Technical University. He is a certified executive chef in prometric food, safety proctor, and certified in

servsafe. Prior to coming to Le Cordon Bleu, he had over 10 years of culinary experience prior to coming to Le Cordon Bleu College of Culinary Arts.

C.16 Does this individual possess academic or experiential qualifications?

Yes No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

Chef Scot Rice is the lead instructor for both the diploma and associate's level patisserie & baking programs. Chef Rice earned a certificate in baking and pastry arts from the Culinary Institute of America in Hyde Park, New York, an associate's degree in business administration from Santa Rosa Junior College, in Santa Rosa, California and a bachelor's degree in career and technical studies from California State University in Sacramento, California. He is a certified food manager. Both lead instructors have a reduced teaching load which permits them to fully supervise their departments.

C.18 Does this individual possess appropriate academic or experiential qualifications?

Yes No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?

Yes No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?

Yes No

C.21 Is the program consistent with the campus' mission and the needs of its students?

Yes No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

Yes No

C.23 List the community resources and describe how they are utilized to enrich the program.

The college offers an extensive program of community resources including externships. They have participated in several employer spotlight programs, and published a list of upcoming events such as visits to the Arden Hills Country Club, Pearl on the River, Chops Steak Seafood & Bar, The Crazy Sac Latz Inc., Sellands's Market-Café, and Sierra at Tahoe Resort. The team reviewed over 28 pages of planned internal and external activities.

C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes No

C.25 Does the catalog accurately describe the program and its objectives?

Yes No

- C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the exnternship site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No
 Not Applicable (these elements are not part of the program or no student is at the point of needing them)
- C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
 Yes No
 Not Applicable (no courses are offered via independent study)
- C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
 Yes No
- C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
 Yes No
- C.31 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No

- C.32 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- C.33 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
 Yes No
- C.36 Are the following appropriate to adequately support the new program?
(a) Facilities.
 Yes No
(b) Instructional equipment.
 Yes No
(c) Resources.
 Yes No
(d) Support for modes of instructional delivery.
 Yes No
(e) Personnel.
 Yes No
- C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No
- C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
 Yes No
- C.39 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
 Yes No
(b) Well-defined instructional objectives.
 Yes No
(c) The selection and use of appropriate and current learning materials.
 Yes No
(d) Appropriate modes of instructional delivery.
 Yes No
(e) The use of appropriate assessment strategies.
 Yes No
(f) The use of appropriate experiences.
 Yes No

- C.40 Are official transcripts for all credentials on file for all instructors in the program?
 Yes No
- C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?
 Yes No
 Not Applicable (no faculty members hold foreign credentials)
- C.42 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No
- C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?
 Yes No
- C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- C.45 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- C.46 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No
- C.47 Is the size of the faculty appropriate?
 Yes No
- C.48 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

- C.49 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- C.60 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?
 Yes No
- C.61 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
 Yes No
- C.62 Are all general education courses appropriate for the program and do they meet Council standards?
 Yes No
- C.63 Are the courses that satisfy the concentration and general education requirements identified in the catalog?
 Yes No
- C.64 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- C.65 Is there evidence that curricular offerings require the appropriate use of library resources?
 Yes No
- C.66 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No
 Not Applicable (no students in the second year)
- C.67 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

PUBLICATIONS

- C.105 Do the catalog and other publications accurately describe the new program?
 Yes No
- C.106 Is the course-numbering system adequately explained in the catalog?
 Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

C.108 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

C.109 What is the amount of the current year's library budget?

The current year's library budget is \$13000.

C.110 What portion of the current year's library budget has been spent and how has the money been allocated?

\$6000 has been allocated for acquisitions on books, periodicals, CD's, and for demonstrations. In addition, the campus is assessed between \$7000-and \$9000 for Cybrary Beyond the expenditure for Cybrary, no additional expenditures have been made because of the acquisitions received from other campuses.

C.111 Does the new program require appropriate use of library resources?

Yes No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?

Yes No

C.116 Describe any full-text online collections available to students:

Virtually all databases in the Cybrary are full texts. Some of these include Ebsco, Gate Cengage, Business Source Complete, Credo Reference, Culinary Arts (Gale), ebook Collection, Mergent, Food Science Source and Greenfile, Hospitality and Tourism Complete, Proquest Newsstand, and Opposing Viewpoints in Context.

Not Applicable (online resources are not utilized)

C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

- Yes No
 Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?

- Yes No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

- Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?

- Yes No

C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Kathleen Rainey is the on-site learning resource specialist. She has a master's in library science from Rutgers University in New Brunswick, New Jersey. She is a certified pearson view test administrator and a member of the American Library Association. Her hours on-site are 40 hours a week.

At the time of the team's visit, Ms Sharon Tani, regional librarian was in residence. Ms Tani holds a master's degree in library science from San Jose State University. She is a member of the American Library Association (ALA), The California Library Association, The Culinary Historians of Southern California, as well as the Association of College and Research Librarians

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?

- Yes No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

- Yes No

SUMMARY

Based on the team's review, there are no areas requiring additional information.



QUALITY ASSURANCE MONITORING: OUT OF SCOPE REPORT
ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU CULINARY ARTS

Le Cordon Bleu College of Culinary Arts - St. Louis
 7898 Veterans Memorial Parkway,
 St. Peters, MO 63376
ACICS ID Code: 00024557

Chef Vicki Davenport, Interim Campus Director (mdavenport@stlouis.chefs.edu)

acicsinfo@stlouis.chefs.edu

Main Campus
Le Cordon Bleu College of Culinary Arts
Austin, TX 78758
ACICS ID Code: 00021352

June 5, 2014

Date Program Began:	April 7, 2014
Current Total Enrollment:	14
Current CAR Program Retention:	N/A

Mr. Antony Osborne	Culinary Arts Specialist	Dean of Culinary	Birmingham, AL
Name	Staff Representative	ACICS	Washington, DC

RELATIONS WITH STUDENTS

N.01 Does the campus have appropriate admissions criteria for this program?

Yes No

N.02 Does the admissions policy conform to the campus' mission?

Yes No

N.03 Give the page number in the campus catalog on which the admissions policy can be found.

The admissions policy can be found on page 56 of the catalog.

N.04 Is the admissions policy administered as written?

Yes No

N.05 Are the admissions requirements appropriate for the new program?

Yes No

N.06 Are there any admissions requirements unique to this program?

Yes No

N.07 Describe how the campus offers employment assistance to all students in the new program.

The career services department hosts a one hour session in each six-week course to assist students with skills for job preparation. These include job search training, interview skills, appropriate behaviors in an interview, and having a successful externship experience. The office is open to all students Monday - Friday from 9 a.m. to 6 p.m. for additional assistance in job interview preparation and resume assistance. The office posts information on the online student portal that students can access upon their login.

Is this appropriate?

Yes No Not Applicable (campus enrolls only international students on a student visa)

N.08 Was the team able to verify the backup documentation to support the placement rate for this program as reported on the Campus Accountability Report?

Yes No Not Applicable (there have been no graduates)

N.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

EDUCATIONAL ACTIVITIES

N.10 Is licensure, certification or registration required to practice in the specific career field?

Yes No (Skip to Question N.11.)

N.11 Does the program require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No (Skip to question N.12)

N.12 Who is assigned to administer all academic programs, and what are this person's qualifications?

Chef Vicki Davenport is assigned to administer all academic programs. Ms. Davenport has a bachelor's degree in corporate and industrial communication and a master's degree in business administration from Lindenwood College in St. Charles, Missouri. She also holds a master's in education from American Intercontinental University. In addition to her education, the chef has several years' of experience working in the hospitality field as a pastry chef. She has worked at Le Cordon Bleu St. Louis as a purchasing coordinator, an instructor, and now serves as the school's director of education and as interim campus director.

N.13 Does this individual possess appropriate academic or experiential qualifications?

Yes No

N.14 Who is assigned to administer the new program (e.g., program chair or lead instructor), and what are this person's qualifications?

Chef Vicki Davenport is employed as the executive chef/director of education for the program. Chef Davenport holds a master's degree in education with a specialization in curriculum and instruction for educators from American Intercontinental University, as well as a master's degree in business administration and a bachelor's degree in corporate and industrial communication from Lindenwood College. In addition to her education, the chef has several years' of experience working in the hospitality field as a pastry chef.

N.15 Does this individual possess appropriate academic or experiential qualifications?

Yes No

N.16 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

N.17 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

N.18 Is the program consistent with the campus' mission and the needs of its students?

Yes No

N.19 List the community resources and describe how they are utilized to enrich the program.

Le Cordon Bleu - St Louis utilizes a variety of educational resources to enrich this program. This is accomplished by means of the program Curriculum Committee, which is comprised of the Vice President of academics culinary ; the vice president of culinary education, the director of culinary education, and executive chefs of seven other Le Cordon Bleu campuses.

The Curriculum Committee meets regularly to review program content and implements program and course content recommended by faculty and LCB's Advisory Board. Test material, quizzes, course syllabi, and lesson plans are assessed, formatted and examined in these meetings, and during Department Meetings. All new curriculum and program updates are addressed at Program Advisory Board meetings held twice per year.

The LCB's Program Advisory Board members are comprised of local restaurateurs, bakers, chefs, chamber of commerce representatives, national members from the food service, and hospitality industries. The committee meets twice yearly to discuss industry trends, training needs, employment issues and also evaluates curriculum, equipment, and instructional materials.

- N.20 Are these resources sufficient?
 Yes No
- N.21 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
 Yes No
- N.22 Does the catalog accurately describe the program and its objectives?
 Yes No
- N.23 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
- N.24 Does the program use independent studies?
 Yes No (*Skip to Question N.26.*)
- N.26 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- N.27 Are the courses available when needed by the student in the normal pursuit of this program of study?
 Yes No
- N.28 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
 Yes No
- N.29 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

N.30 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

N.31 Is credit appropriately converted in relation to total student contact/clock hours in each class?

Yes No

N.32 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

N.33 Are the following appropriate to adequately support the new program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Support for modes of instructional delivery.

Yes No

(e) Personnel.

Yes No

N.34 Does the campus comply with applicable copyright laws in the use of instructional materials?

Yes No

N.35 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

N.36 Are official transcripts for all credentials held on file for all instructors in the program?

Yes No

N.37 Have all foreign transcripts been translated into English and evaluated by a member of Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes No Not Applicable (no faculty members hold foreign credentials)

N.38 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

If Yes, how is this documented?

Faculty meetings are held at regular intervals. Faculty members that attend are asked to sign-in and are kept as records of attendance.

N.39 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

Yes No

N.40 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?

Yes No

FOR NONDEGREE, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

N.42 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

N.43 Is the size of the faculty appropriate?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S and DOCTORAL DEGREES ONLY

N.44 Are the teaching loads reasonable, and do they meet *Criteria* requirements?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- N.55 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?
 Yes No
- N.56 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
 Yes No
- N.57 Are all general education courses appropriate for the program and do they meet Council standards?
 Yes No
- N.58 Identify the page number in the catalog where the courses that satisfy the concentration and general education requirements can be found.
The requirements for the program in culinary arts can be found on page 33 of the 2014-2015 Le Cordon Bleu catalog.
- N.59 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- N.60 Is there evidence that curricular offerings require the appropriate use of library resources?
 Yes No
- N.61 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- N.62 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

PUBLICATIONS

- N.99 Do the catalog and other publications accurately describe the new program?
 Yes No
- N.100 Is the course-numbering system adequately explained in the catalog?
 Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY**

N.106 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

N.107 What is the amount of the current year's library budget that has been allocated for the program?

\$3000 has been allotted for the new program.

N.108 What portion of the current year's library budget for the program has been spent and how has the money been allocated?

Approximately 83% of the library budget has been spent.

N.109 Describe how faculty have involvement in the selection of library resources.

Chef David Frattini serves as the on-site faculty library liaison. Faculty members give Chef Frattini their requests. Chef Frattini then shares this information with the campus director, Chef Davenport, and the Le Cordon Bleu corporate librarian.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

N.110 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

The campus library is staffed by student workers who are trained by the Le Cordon Bleu regional librarian, Ms. Laura Rice. Ms. Rice holds a master's degree in information and library science from Dominican University in River Forest, Illinois. The library is open from 9 a.m. to 9 p.m. Monday through Thursday, 9 a.m. to 5p.m. on Fridays and Saturdays by request. The student workers have access to online librarians that are shared between the Le Cordon Bleu schools to assist students with help beyond accessing databases. In addition, Ms. Rice is available Monday through Friday 8 a.m. to 5 p.m. to assist with other student needs.

N.111 Is there a professionally trained individual on staff that is responsible for:

(a) Supervising and managing the library and instructional resources?

Yes No

(b) Facilitating the integration of instructional resources into all phases of the campus' curricular and educational offerings?

Yes No

(c) Assisting students in the use of instructional resources?

Yes No

N.112 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes No

N.113 Are students adequately trained to utilize resources as part of their learning process?

Yes No

N.114 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

N.115 Are records of physical and/or online resources and circulation accurate and up-to-date?

Yes No

N.116 Are the library holdings, including full-text online collections, up-to-date and adequate for the new program?

Yes No

N.117 Describe any full-text online collections available to students:

The full-text online collections available to students include: Academic Search Primerie; Food Science Source; Hospitality and Culinary Complete; InfoTrac; Credo; and EBSCOhost.

N.118 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes No Not Applicable (program does not include general education courses)

N.119 Are the hours the library is open adequate to accommodate the needs of all students?

Yes No

N.120 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes No

N.121 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes No

SUMMARY

The campus has no areas of non-compliance.

RECOMMENDATIONS

The evaluation team offers the following recommendation(s) for the institution's consideration (*Recommendations are not included in the report seen by the Council*):

- The team suggests that the school looks into a more consistent format for all course homework assignments and how this data is captured.
- The team would like to make a strong recommendation that Le Cordon Bleu rectifies the current externship situation with Chef Cheyney Andrews, to allow him to complete his associates degree.
- All NEHA proctors should have some form of certification on file to validate that they are qualified to teach this class.
- The team suggests that a bio is kept on file for all advisory board members and guest speakers.

From: Maurice Wadlington <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a485f246b6e74618a42ffbbf0566d503-mwadlington>
Sent: 12/30/2014 11:47:01 AM -0500
To: 'Craig Bartholomew' <(b)(6)@scottsdale.chefs.edu>
Subject: RE: Renewal of Accreditation Approval Letter

Good Morning Mr. Bartholomew,

The letter serves as dual approval of the ground and online programs or classes that you are currently offered. As per our most recent visit and final team report that you received, the campus did have some students enrolled in the online format.

From: Craig Bartholomew [mailto:(b)(6)@scottsdale.chefs.edu]
Sent: Monday, December 29, 2014 4:29 PM
To: Maurice Wadlington
Cc: Craig Bartholomew
Subject: FW: Renewal of Accreditation Approval Letter

Dear Mr. Wadlington,

Thank you for your letter outlining approval of our accreditation through 2019. One area I would like additional clarification on is the second sentence in your document referencing our approval "to offer up to 50% of one or more programs through distance education." Please advise.

Best regards,

Craig Bartholomew

Campus President

Le Cordon Bleu College of Culinary Arts

Office (480)-425-3105 | Cell (b)(6)

(b)(6)@Scottsdale.chefs.edu



From: Earline Simons [mailto:(b)(6)@ACICS.org]
Sent: Monday, December 29, 2014 10:55 AM
To: ACICS-LCB-Scottsdale
Cc: (b)(6)@acfchefs.net
Subject: Renewal of Accreditation Approval Letter

December 29, 2014

VIA E-MAIL

December 2014 COUNCIL ACTION LETTER

Attached is your council action letter with the results of the December 2014 Council meeting. A hard copy has been placed in the mail today for your records. The Council will retain a copy of the letter for your school's file. If you have any questions please call the contact person listed in the last paragraph of the letter.

Thanks

Earline Simons-Peterson

Executive Assistant

Accreditation and Institutional Development (AID)

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.(b)(6) - p | 202.842.2593 – f

E-mail: (b)(6)@acics.org

ACICS

Accreditation & Institutional Dev Department

CHAIR OBSERVATION EVALUATION

NEW CHAIR INFORMATION

Name: **Mr. Rick Murphree**
 Institution: **Le Cordon Bleu College of Culinary Arts-Scottsdale, AZ** Visit Type: **NG**
 Visit Date: **October 15-16, 2014**
 ACICS Staff: **Mr. Maurice Wadlington**

COMPETENCY ASSESSMENT

	(3) = Exceeds Requirements	(2) = Meets Requirements	(1) = Does not meet Requirements	Not Assessed (NA)
Leadership				
Found realistic solutions to team concerns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acted decisively; met problems head-on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Provided necessary resources to the team	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication				
Effectively communicated with the institution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacted professionally and appropriately with the team	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborated with staff throughout the process	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Preparation				
Prepared complete and on-time report	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Created single, consistent report	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets grammatical/formatting instructions of style guide	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is accurate and detailed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management				
Prioritized tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remained focused on role	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responded quickly and well to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

NARRATIVE

General Observations: My overall general observation of Rick is satisfactory. Given the size, nature of the visit, and the composition of experienced team members, I feel that Rick may have been a bit too reserved as team chair. During our first encounter at the team meeting, Rick lacked a strong sense of leadership and preparedness. It is imperative that a strong sense of leadership, preparedness, and focus is established as a first impression. These qualities generally set the tone for the remainder of the visit. It is acceptable, at the appropriate times, to become more acquainted and comfortable with team members throughout the visit. However, the primary focus is to prioritize, stay focused, and manage time and the team effectively in order to give a quality review of the institution.

Strengths: Rick is very knowledgeable about the Relations with Students portion of the visit. This is a great skill set to hold. I feel that this is one of the traits of a well-rounded team chair. In addition, Rick is positive, very easy to work with, gets along well with the team, has an extensive experiential and academic

background, and is open to feedback and constructive criticism.

Areas for Improvement: I think Rick has potential to blossom into a dynamic team chair. However, areas of improvement would lie on report details and composition, attention during the read-thru process and establishing a good balance between leadership and socializing with team members.

Staff Guide to Completing the Evaluation Form:

Leadership

Found realistic solutions to team concerns

Specific example needed of having, or not having, met this expectation. NA is appropriate if there were no major team concerns.

Acted decisively; met problems head-on

Assumption of lead in discussing/addressing "concerns" of compliance with team and institution. Also includes action with personality conflicts within the team.

Provided necessary resources to the team

Resources include program information (current), externship sites scheduling details, faculty meetings (if appropriate), and other institutional particulars. Also providing information requested from the institution.

Communication

Effectively communicated with the institution

Includes (1) email/phone call prior to the visit with specifics on the review; (2) professional/collaborative discussions during visit; (3) giving clear guidance during the briefings and giving the institution an opportunity to ask questions, provide explanations, and additional information.

Interacted professionally and appropriately with the team

Includes (1) respecting the opinions of the team members; and (2) allowing for healthy discussions while maintaining control

Collaborated with staff throughout the process

*Kept staff in loop concerning communication with institution and provided any information that would be relevant to the visit
Worked with staff collaboratively to manage the team's concerns and conduct an objective review.*

Report Preparation

Prepared complete and on-time report

A complete report which includes all necessary sections of the report and answers all necessary questions has been sent to the staff member and visitreports@acics.org within 5 business days following the visit (or the timeframe indicated by ACICS staff).

Created single, consistent report

The report is consistent in use of wording, language (program name, campus/institutional name, individual names, etc.), sentence structure, use of citations and the report also reads as from a single voice.

Meets grammatical/formatting instructions of style guide

The report meets the guidelines of Chicago style (specifically the ACICS Report Writing and Editing Guide), the report is appropriately merged and spaced and extraneous information is removed, and narrative information is appropriately placed in the shaded comment boxes

Content is accurate and detailed

The citations and narrative statement within the report are fully detailed including specific information as necessary (names, dates, titles, etc.) and allow the information and a third-party to understand the issue and a potential solution. The citations also indicate what documentation was reviewed and how information was obtained to support the citation or narration.

Management

Prioritized tasks

Provided guidance to team members but was able to focus on own area of the report

Was able to manage the role and individual responsibility without getting overwhelmed

Remained focused on role

Managed the team without interfering with the review of the specialists

Did not get consumed by the concerns of the different specialists (interjecting/explaining/reviewing)

Responded quickly and well to problems

Remained calm and diplomatic when problems came up

Thought quickly on feet to deal with situations (specific example will be needed and NA may be appropriate)

From: Jennifer Sohonie <(b)(6)@seattle.chefs.edu>
Sent: 5/19/2014 11:26:25 AM -0400
To: (b)(6)@cox.net
CC: Maurice Wadlington <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a485f246b6e74618a42ffbbf0566d503-mwadlington>
Subject: Updated Addendum
Attachments: 500 LCB Seattle 2014 - 15 Addendum_FINAL_05-16-14.docx; LCB-30690_LCB_BrandCatalog2014-15_4.16.14.pdf

Dear Mr. Lacroix

Please replace the 2013-14 catalog and addendum that was included in the Update Report with the attached, new 2014-15 catalog and addendum. When we originally compiled the report we were not certain the new catalog would be published prior to your visit. We received notification yesterday the new catalog would be published and in use prior to May 30. We apologize if this has caused any inconvenience. Please let me know if you have any questions or concerns, or if I can be of any assistance.

Kindest Regards,

Jennifer Sohonie, CEC, CCE, M. Ed. | Campus Director

Le Cordon Bleu College of Culinary Arts | Seattle

360 Corporate Drive North | Tukwila, WA 98188

Office 206.268.(b)(6) | Main Campus 206.268.3888

Cell (b)(6) | Fax 847.396.8524

(b)(6)@seattle.chefs.edu | www.chefs.edu/seattle

"In all professions without doubt, but certainly in cooking, one is a student all his life." - F. Point



2013-2014 Catalog Addendum

Tuition and Fees

As of 03/31/2014

Certificate in Le Cordon Bleu Culinary Arts/Patisserie and Baking	
Tuition	\$19,500
Application Fee (non-refundable)	\$50
Total Cost	\$19,550

Associate of Applied Science in Le Cordon Bleu Culinary Arts/Patisserie and Baking	
Tuition	\$37,000
Application Fee (non-refundable)	\$50
Total Cost	\$37,050

Tuition charge includes books, supplies, and uniforms. The tuition listed above is for the total length of the program. Additional fees may apply in the case of repeated courses.

Retake Fees (per credit hour)

Le Cordon Bleu reserves the right to increase all fees and tuition without notice, at its discretion. Once a student completes an Enrollment Agreement, the tuition and fees charges stated on that Enrollment Agreement will not change provided the Student starts classes as scheduled and continues without interruption.

Lab Courses	\$100
Externship Courses	\$50

NSF Fee - A fee of \$25 will be assessed for any checks returned for non-payment

Transfer Credit Adjustment – Transfer Credit will be processed at a per credit charge as calculated by taking the total program tuition divided by the total program credits, multiplied by the number of credits approved for transfer by Le Cordon Bleu College of Culinary Arts.

Tuition and Fees are also disclosed on Tuition and Fees Sheet published at:

http://www.chefs.edu/Admissions/~media/LCB/Files/Docs-Resources/Seattle_TuitionAndFees.ashx



2013-2014 Catalog Addendum

Academic Calendar

As of 05/01/2014


9 Month | 36 Week Programs

- Certificate in Le Cordon Bleu Culinary Arts
- Certificate in Le Cordon Bleu Pâtisserie and Baking

Start Date	Anticipated Completion Date
01/06/2014	09/26/2014
02/17/2014	11/07/2014
04/07/2014	12/19/2014
05/19/2014	02/13/2015
07/07/2014	03/27/2015
08/18/2014	05/15/2015
09/29/2014	06/26/2015
11/10/2014	08/14/2015

Note: All programs may not be offered on all dates listed above.

21 Month | 84 Week Programs

- Associate of Applied Science in Le Cordon Bleu Culinary Arts
- Associate of Applied Science in Le Cordon Bleu Patisserie & Baking

Start Date	Anticipated Completion Date
04/07/2014	12/18/2015
05/19/2014	02/12/2016
07/07/2014	03/25/2016
08/18/2014	05/13/2016
09/29/2014	06/24/2016
11/10/2014	08/12/2016

12 Month | 48 Week Programs

- Certificate in Le Cordon Bleu Culinary Arts
- Certificate in Le Cordon Bleu Pâtisserie and Baking

Start Date	Anticipated Completion Date
04/07/2014	03/27/2015
05/19/2014	05/15/2015
07/07/2014	06/26/2015
08/18/2014	08/14/2015
09/29/2014	09/25/2015
11/10/2014	11/06/2015



2013-2014 Catalog Addendum

2014 Academic Calendar

Module start date	Module end date
01/06/2014	02/14/2014
02/17/2014	03/28/2014
04/07/2014	05/16/2014
05/19/2014	06/27/2014
07/07/2014	08/15/2014
08/18/2014	09/26/2014
09/29/2014	11/07/2014
11/10/2014	12/19/2014

Classes are offered on days marked with an "x":

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	X	X	X	X	X	



2013-2014 Catalog Addendum

Observed Holidays-No Classes

Holiday	Date(s) of Break: Classes Resume:
Martin Luther King Jr. Day	Monday 01/20/2014 Classes Resume on Tuesday 01/21/2014
In-Service Day*	Friday 02/14/2014 Classes Resume on Monday 02/17/2014
In-Service Day*	Thursday 03/27/2014 to Friday 03/28/2014
Spring Break	Saturday 03/29/2014 to Sunday 04/06/2014 Classes Resume on Monday 04/07/2014
In-Service Day*	Thursday 05/15/2014 to Friday 05/16/2014 Classes Resume on Monday 05/19/2014
Memorial Day	Monday 05/26/2014 Classes Resume on Tuesday 05/27/2014
In-service Day*	Friday 06/27/2014
Summer Break	Saturday 06/28/2014 to Sunday 07/06/2014 Classes Resume on Monday 07/07/2014
In-Service Day*	Thursday 08/14/2014 to Friday 08/15/2014 Classes Resume on Monday 08/18/2014
Labor Day	Monday 09/01/2014 Classes Resume on Tuesday 09/02/2014
In-Service Day*	Friday 09/26/2014 Classes Resume on Monday 09/29/2014
In-Service Day*	Thursday 11/06/2014 to Friday 11/07/2014 Classes Resume on Monday 11/10/2014
Thanksgiving Holiday	Thursday 11/27/2014 to Friday 11/28/2014 Classes Resume on Monday 12/01/2014.
Winter Break	Saturday 12/20/2014 to Sunday 01/04/2015 Classes Resume on Monday 01/05/2015

*Students attending on-campus courses are not required to report to classes on published in-service days. Please see your course syllabi for specific class dates.

Faculty and Staff

Faculty – as of 05/01/2014

Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
Euteneier, Jeff, C.E.C.	Lead Instructor Culinary/ Externship	<ul style="list-style-type: none"> Diploma, Culinary Arts, Le Cordon Bleu College of Culinary Arts, Portland OR. 	Full time
Figler, Brian, C.E.C.	Culinary	<ul style="list-style-type: none"> A.A.S., Restaurant and Food Service Production, South Seattle Community College 	Full time
Cook, Shannon	Culinary	<ul style="list-style-type: none"> Certificate, Culinary Arts, California Culinary Academy 	Full time
Hess, Cynthia, P.C.E.C.	Culinary	<ul style="list-style-type: none"> A.O.S., Culinary Institute of America 	Full time
Kim, Brian	Culinary/ Patisserie and Baking	<ul style="list-style-type: none"> A.O.S., Le Cordon Bleu Culinary Arts, California School of Culinary Arts 	Full time
Knaup, David, C.E.C.	Culinary	<ul style="list-style-type: none"> A.O.S., Culinary Arts, Culinary Institute of America A.A.S., Food Service, Southeast Community College 	Full time
Mah, Warren	Culinary	<ul style="list-style-type: none"> A.O.S. Culinary Arts, Culinary Institute of America 	Full time
Mikosz, Daniel	Culinary/ Patisserie and Baking	<ul style="list-style-type: none"> Certificate, Pastry and Specialty Baking, South Seattle Community College B.S. Finance, Indiana University 	Full time
Prine, Diana	Culinary	<ul style="list-style-type: none"> Associate in Occupation Studies, Culinary Arts, Culinary Institute of America, Hyde Park NY Professional Food Service Development Degree, Bates Technical College, Tacoma WA 	Part Time
Thierry, Jean-Rene	Patisserie and Baking	<ul style="list-style-type: none"> Apprenticeship Ecole Superieure de Patisserie (ESP) of the Chamber of Commerce and Industries, Paris France Professional Apprentice Certificate – Pastry Cook, Confectioner, Glacier, Chocolatier, Paris France Master Certificate – Pastry Chef, Confectioner, Glacier, Chocolatier, CAEN France 	Full time
Wolf, Mathias	Culinary	<ul style="list-style-type: none"> Certificate, Hospitality Production, South Seattle Community College Certificate, Food Production Management, South Seattle Community College 	Full time

Staff - as of 05/01/2014

Name	Position
Brooks, Julia	President
Brooks, Julia	Title IX Coordinator
Sohonie, Jennifer	Director of Education
Sohonie, Jennifer	ADA/Section 504 Coordinator
Copenhaver, Laura	Director of Admissions
Erdman, Melanie	Business Office Manager

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2013-2014 Catalog Addendum

Jacobs, Morenika	Associate Registrar
Mullins, Robert	Purchasing Manager
Tani, Sharon	Regional Librarian



Catalog Revisions and Updates			
Page#	Policy/Section	Effective Date	Description of Revision or Update
63	Financial Aid Information / Completion Grant	May 2014	<p>COMPLETION GRANT</p> <p>Le Cordon Bleu recognizes that sometimes students experience unexpected circumstances which necessitate their withdrawal from school prior to completing their academic program. Unfortunately, the longer a student is out of school, the more challenging it might be to return to school to complete the certificate or degree. Therefore, we make available a limited number of Completion Grants to encourage and assist students to reenroll and complete their academic programs and credentials. This grant is available to students who have successfully completed at least four (4) credits during a previous enrollment at Le Cordon Bleu but have been withdrawn from the program for more than one year.</p> <p>Grants range from \$1000 to \$6000 and are available to students enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking. The amount of the grant will be determined based upon the student's financial need as determined through the Free Application for Federal Student Aid (FAFSA).</p> <p>Grant Terms and Eligibility Criteria are as follows: Students are eligible for the Completion Grant if they have previously attended Le Cordon Bleu, and last attended the institution at least 365 days prior to re-enrollment. Students will be considered for this grant upon completion of the re-entry process. Students must complete the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA). Students must have successfully completed at least 4 credits at Le Cordon Bleu and have a GPA of 2.0 or above. Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant. If awarded: The minimum grant is \$1,000 The maximum grant is \$6,000. The Completion Grant cannot be received as a cash stipend. The Completion Grant does not supplant the student's eligibility for Federal Pell Grant The Completion Grant is a one-time award. Once awarded, the grant will be divided proportionally over the number of terms required for the student to complete the current program. The Completion Grant is not renewable.</p>

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			<p>Le Cordon Bleu makes available a limited amount of funding each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, \$6,900,000 has been budgeted for the Completion Grant.</p>
66	Veterans' Educational Benefits	May 2014	<p>YELLOW RIBBON GRANT</p> <p>In accordance with the VA - Yellow Ribbon Program, a provision of the Post-9/11 Veterans Educational Assistance Act of 2008, Le Cordon Bleu College of Culinary Arts has established a Yellow Ribbon Grant. Eligibility and amounts are determined on an annual basis and are subject to change. To be eligible for the grant a candidate must be accepted for admission to Le Cordon Bleu College of Culinary Arts, be eligible for Chapter 33 Post 9/11 veterans benefits at the 100% rate, as determined by the Department of Veterans Affairs, complete the appropriate Le Cordon Bleu College of Culinary Arts attestation form and allow for the verification of his/her Chapter 33 Post-9/11 eligibility via a DD-214 Member-4, Certificate of Eligibility or comparable government document. The conditions are as follows:</p> <ul style="list-style-type: none"> • Candidates must be either an eligible Veteran or a Dependent of an eligible Veteran who meets the Chapter 33 Post-9/11 GI Bill Transferability requirements (www.gbill.va.gov). • Candidates must apply and be accepted for admission to Le Cordon Bleu College of Culinary Arts to be eligible. • The Yellow Ribbon Grant is applied as a credit to the student's account and no cash payments will be awarded to the student. • The Yellow Ribbon Grant is used exclusively towards prior or current program charges. • The Yellow Ribbon grant is awarded for each period in the program that the student is determined eligible and where the grant is needed. • The Yellow Ribbon Grant is non-transferrable and non-substitutable and cannot be combined with any other institutional grant at Le Cordon Bleu College of Culinary Arts. Le Cordon Bleu College of Culinary Arts is committed to assisting military students in determining the best options available to them. To receive additional information on Veterans Educational Benefits eligibility, please contact the Veterans Administration at 1-800-827-1000 or 1-888-GI Bill-1(1-888-442-4551). You may also visit the VA website at www.gbill.va.gov.
79	Warning and Probationary Period	May 2014	<p>Replace with the following language:</p> <p>At the end of each 12-week block, after grades have been posted, each student's CGPA and rate of progress is reviewed to determine</p>

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		<p>whether the student is meeting the above requirements.</p> <ul style="list-style-type: none"> • A student will be placed on FA Warning immediately after the first block in which the CGPA or the rate of progress falls below the values specified in the tables above. At the end of the next term, the student will be removed from FA Warning and returned to SAP Met Status if the minimum standards are met or exceeded. • A student who continues to fall below the specified values will be required to successfully appeal in order to maintain eligibility for financial assistance under a FA Probation status. • A student who successfully appeals and is on FA Probation will be evaluated at the end of the second block of monitoring. • A student who meets or exceeds the minimum standards will be removed from FA Probation and returned to a SAP Met status. If the minimum CGPA and rate of progress requirements are not met at the time of evaluation; the student will be placed of FA Dismissal Status and will be dismissed from school unless terms of the academic plan are met. • A student receiving federal financial aid who does not meet the CGPA standards at the end of the second year will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed, unless the student wishes to continue without being eligible for federal financial aid. However, a student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances. <p>If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.</p> <p>Notification of academic dismissal will be in writing. The Code of Conduct Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy.</p> <p>During the period of FA Warning, which lasts for one payment period only the student may continue to receive financial aid. During a period of FA Probation, if an appeal is accepted by the institution, the student may also continue to receive financial aid.</p> <p>A student on FA Warning and FA Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.</p>
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81	Leave of Absence	May 2014	<p>An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.</p> <p><i>Leave of Absence Conditions</i></p> <p>A student may be eligible for a Leave of Absence if one of the following conditions applies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Medical Leave (including pregnancy) <input type="checkbox"/> Family Care (childcare issues, loss of family member, or medical care of family) <input type="checkbox"/> Military Duty <input type="checkbox"/> Jury Duty <p><i>The following requirements apply:</i></p> <p>A student may be granted a Leave of Absence (LOA) if:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A signed LOA request that includes the reason for the request is submitted in writing within 5 calendar days of the student's last date of attendance. <input type="checkbox"/> If extenuating circumstances prevent the student from providing a written request within 5 calendar days of the student's last day of attendance, the institution may still be able to grant the student's request. A signed LOA request must be provided by the last day in the school's attendance policy (see attendance policy section) along with documentation explaining the extenuating circumstance(s) that prevented submitting the request within 5 calendar days of the last date of attendance. Extenuating circumstances are typically unexpected events, such as premature delivery of a child, illness, a medical condition that deteriorates, an accident or injury or a sudden change in childcare arrangements. Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month time frame. <input type="checkbox"/> <i>There may be limitations on LOA eligibility for a student enrolled in term-based programs due to scheduling requirements associated with the student's return to school.</i> <input type="checkbox"/> The student must have successfully completed a minimum of one grading period before being eligible to apply for a LOA. One grading period is defined as 6 weeks. <input type="checkbox"/> Prior to applying for an LOA, the student must have completed his or her most recent quarter and received an academic grade or grades (A-F) for that quarter. <p>Failure to return from an approved leave of absence or failure to return within the 180 day timeframe will result in the student being administratively withdrawn from the school and may have an impact on the financial aid a student receives, loan repayment and exhaustion of the loan grace period. A student in an LOA status will not receive further financial aid disbursements (if eligible) until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.</p>
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2013-2014 Catalog Addendum



LE CORDON BLEU®

LE CORDON BLEU
COLLEGE OF CULINARY ARTS

2014 - 2015 CATALOG

LE CORDON BLEU CATALOG

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This catalog is current as of the time of publication. From time to time, it may be necessary or desirable for Le Cordon Bleu to make changes to this catalog due to the requirements and standards of the school's accrediting body, state licensing agency or U.S. Department of Education, or due to market conditions, employer needs or other reasons. Le Cordon Bleu College of Culinary Arts 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, school policies and procedures, faculty and administrative staff, the school calendar and other dates, and other provisions.

Le Cordon Bleu College of Culinary Arts also reserves the right to make changes in equipment and instructional materials, to modify curriculum and to combine or cancel classes.

PHOTOGRAPHS

While not all photographs in this publication were taken at Le Cordon Bleu College of Culinary Arts, they do accurately represent the general type and quality of equipment and facilities found at Le Cordon Bleu College of Culinary Arts. All photographs of the physical facilities of any of the institutions are captioned to identify the particular institution depicted.

Effective Date: April 2014

Publication Date: April 2014

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LE CORDON BLEU CATALOG

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LE CORDON BLEU IN NORTH AMERICA



CHEF EDWARD G. LEONARD

MESSAGE FROM THE MASTER CHEF

It is a new decade and a new opportunity to nourish the creative passions of our students. At Le Cordon Bleu, we recognize that our students need more than a well-rounded education in order to pursue success in today's competitive world. They desire the sense of accomplishment that comes through constant practice, refinement, and exposure to new experiences.

Our schools are affiliated with Le Cordon Bleu international schools located across 5 continents, including the original Le Cordon Bleu School in Paris. Le Cordon Bleu is dedicated to preserving and passing on the mastery and appreciation of the culinary arts. Each year, over 20,000 students who attend one of the Le Cordon Bleu family of schools worldwide receive hands-on training and unrivalled experiences in culinary arts, pâtisserie and baking arts, and hospitality and restaurant management. Our philosophy of pursuing excellence is one that remains strong. Whether you plan to move on to restaurants, hotels or other venues in the hospitality and foodservice industry, Le Cordon Bleu will encourage you to strive for your best, so that you can follow your passion towards achieving whatever you set out to do.

Le Cordon Bleu fosters a unique multi-cultural and educational environment, encouraging you to learn and grow in the lessons you undertake in the fundamentals of classical cooking. It is our privilege to be able to give students from all walks of life the opportunity to overcome your toughest challenges and embrace your creative passion, while working alongside our dedicated professional chefs. We're delighted to provide an environment that encourages students with unparalleled facilities and with a focus on your ability to pursue great things upon graduation.

We invite you to share our knowledge and look forward to working with you as you challenge yourself and explore where your passion can take you.

Chef Edward G. Leonard, CMC, WGMC, AAC
Vice President/Corporate Executive Chef
Le Cordon Bleu



LE CORDON BLEU – AN INTERNATIONAL PASSPORT SINCE 1895

HISTORY OF LE CORDON BLEU

Few institutions of any kind possess the prestigious reputation of Le Cordon Bleu. This internationally renowned culinary arts school is synonymous with expertise, innovation, tradition, and refinement – qualities that are meticulously nurtured by Le Cordon Bleu.

The Rich Heritage of Le Cordon Bleu

The name “Cordon Bleu” (meaning Blue Ribbon) is rich with history and heritage. It has been synonymous with excellence since 1578, when King Henry III created the “L’Ordre des Chevaliers du Saint Esprit” (The Order of the Holy Spirit). It was the most exclusive order in France until 1789. Because the members, royalty included, were awarded with the Cross of the Holy Spirit, which hung from a blue ribbon, they were called “Cordon Bleus”. The sumptuous banquets which accompanied their award ceremonies became legendary.

In 1895, Marthe Distel, a French journalist, founded a weekly culinary publication entitled “La Cuisinière Cordon Bleu,” which was published over the next seventy years and became the basis and reference for what is now perhaps one of the largest recipe collections in the world. It contributed to the codification of French Cuisine and in essence established some of the guiding principles of Le Cordon Bleu: informative demonstrations, hands-on teaching by experienced instructors, fine ingredients, and foundational techniques.

Following the popularity of the publication, the first Le Cordon Bleu School officially opened its doors as a culinary school in Paris in 1895. The first Cordon Bleu cooking class was held on January 14, 1896, in the Palais Royal. From the beginning, celebrated Chefs of the time came to teach at Le Cordon Bleu in Paris, including the legendary Chef Henri-Paul Pellaprat. The cooking classes were an immediate success. The reputation of the school spread rapidly worldwide. Students in the United States have been able to locally participate in Le Cordon Bleu inspired cooking courses since 1998 and share in this rich heritage.

Today, there are 30 Le Cordon Bleu schools worldwide, spanning 5 continents, including 16 campuses throughout the United States, each with students and alumni from culturally diverse backgrounds. Le Cordon Bleu in North America ushers in a new educational era in culinary arts, pâtisserie and baking, and hospitality & restaurant management that combines classical European techniques with contemporary American technology and training. As a result, students are afforded opportunities to acquire the knowledge and skills necessary in the culinary, pastry and baking, and hospitality world.

As a testament to their accomplishment, graduates will receive a coveted Le Cordon Bleu Diplôme, in addition to the specialized degree, diploma or certificate awarded by Le Cordon Bleu.



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ABOUT LE CORDON BLEU

MESSAGE FROM THE PRESIDENTS

Imagine yourself working in the culinary or hospitality industry; an industry characterized by passion, creativity, drive and determination. Now, don't just imagine it. Make it a reality with Le Cordon Bleu training at Le Cordon Bleu College of Culinary Arts, where the classic culinary curriculum of Le Cordon Bleu is combined with modern American technology and training.

At Le Cordon Bleu, you will train in our facility with experienced and supportive chef instructors, faculty, and staff. Our broad and challenging hands-on curriculum draws on Le Cordon Bleu's century-old tradition of immersion in the culinary and hospitality world and instruction that emphasizes demonstration followed by practical application. By studying this curriculum, you will have the opportunity to learn the skills you need effectively and efficiently, so that when you complete the program, you will be prepared to pursue a career in the culinary or hospitality industries. You will find that our dedicated Career Services department will be an invaluable aid for your search to find career opportunities. To put it simply, our only purpose is to help you reach your career goals. We are a student-centered institution, and we are very proud of that commitment. I hope you will join us at Le Cordon Bleu College of Culinary Arts. Together, we can work toward fulfilling your goal of joining the culinary or hospitality industry.

MISSION AND OBJECTIVES

Le Cordon Bleu Colleges of Culinary Arts are institutions of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

Objectives:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.
- To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.
- To introduce you to various techniques and expose you to the preparation of international cuisine throughout your training.
- To provide you the theoretical foundation and technical skills that can be applied to the preparation of many cuisines.
- To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

INTEGRITY STATEMENT

Academic integrity is a basic guiding principle for all educational activities at Le Cordon Bleu College of Culinary Arts and all members of the community are expected to adhere to this principle. Specifically, academic integrity is the pursuit of educational activity in an open, honest, and responsible manner. It includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts violate the fundamental ethical principles of the Le Cordon Bleu College of Culinary Arts community and the American Culinary Federation's Culinarian's Code and undermine the efforts of others.

Honor and integrity are essential ingredients of our academic programs. We will be guided by the quest for truth. We maintain that trust fosters a free exchange of ideas. We respect each individual's ideas and opinions and endeavor to foster an atmosphere of fairness, equality, and responsibility.

HISTORY

(ACCSC Accredited Campuses)

Le Cordon Bleu College of Culinary Arts in Las Vegas

Le Cordon Bleu College of Culinary Arts in Las Vegas was established in January, 2003 to bring a renowned culinary curriculum to the Las Vegas area, a city with a booming culinary and hospitality industry. The College's association with Le Cordon Bleu represents a union of one of the finest in European and North American culinary arts training programs available today, resulting in a world-class institution as well as a comprehensive, challenging and hands-on education.

Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts in Miami was established in September 2003 to bring Le Cordon Bleu Culinary Arts program to the Miami/Fort Lauderdale area. The first students began classes in May 2004. The College's association with Le Cordon Bleu Culinary Arts Paris represents a union of the finest in European and North American culinary arts training programs available today, resulting in an innovative institution as well as a comprehensive, challenging and hands-on education. In January 2010, the college changed its name to Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu College of Culinary Arts in San Francisco

At Le Cordon Bleu College of Culinary Arts in San Francisco, we've been creating culinary excellence for over 30 years. One of the West's first culinary arts schools, we've been



committed to providing high standards of culinary and pâtisserie arts training since 1977. Our Le Cordon Bleu culinary programs are designed to help students pursue their passions and prepare for professional careers in the culinary, pâtisserie and baking, and restaurant industry.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Le Cordon Bleu College of Culinary Arts, formerly known as Scottsdale Culinary Institute, created through the vision of Elizabeth Sherman Leite in 1986, combined her educational background, experience, and zeal for properly prepared cuisine.

Le Cordon Bleu College of Culinary Arts rapidly built an international reputation of excellence drawing students from throughout the United States and around the world. In 1998, Le Cordon Bleu College of Culinary Arts proudly joined the Career Education Corporation (CEC) family, building a network of career schools internationally recognized for the quality of education and ability to place graduating students in positions within their chosen fields. In 1999, Le Cordon Bleu arrived in the United States. Its partnership with Le Cordon Bleu College of Culinary Arts combines classical French techniques with modern American technology. This union ushered in a new era of culinary arts in the world.

FACULTY

Our faculty members are the keystone of Le Cordon Bleu College of Culinary Arts' quality. Members of the faculty bring industry or professional experience to the classroom. Through our faculty's guidance and instruction, you will be introduced to theoretical, practical and creative applications that will help you succeed in the culinary or hospitality industry.

Le Cordon Bleu College of Culinary Arts faculty members are dedicated to academic achievement, professional education, individual attention, and to helping you prepare for your chosen career and reach your potential. In essence, they practice what they

teach. A listing of our faculty may be found in the addendum to this catalog.

ACCREDITATION AND AFFILIATIONS

ACICS

Accredited by the Accrediting Council for Independent Colleges and Schools to award Certificates, Diplomas, Associate Degrees and Bachelor's Degrees.

Accrediting Council for Independent Colleges and Schools

750 First Street, NE Suite
980 Washington, DC 20002-4241
(202) 336-6780

The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation.

Le Cordon Bleu College of Culinary Arts in Atlanta

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Las Vegas

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Los Angeles

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Miami

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Orlando

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

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Le Cordon Bleu College of Culinary Arts in Sacramento

Associate of Applied Science Degree
in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in San Francisco

Associate of Occupational Studies Degree
in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Scottsdale

Bachelor of Arts Degree in Le Cordon Bleu
Culinary Management

Associate of Occupational Studies Degree
in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree
in Pâtisserie and Baking

Associate of Occupational Studies Degree
in Le Cordon Bleu Culinary Operations

Associate of Occupational Studies Degree
in Le Cordon Bleu Hospitality & Restaurant
Management

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Seattle

Associate of Applied Science Degree
in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in St. Louis

Associate of Applied Science Degree
in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

ACCSC – MAIN CAMPUSES

Le Cordon Bleu College of Culinary Arts in San Francisco and Scottsdale

Accredited by the Accrediting Commission of
Career Schools and Colleges (ACCSC).

Accrediting Commission of Career Schools
and Colleges

2101 Wilson Blvd., Suite 302
Arlington, VA 2220
(703) 247-4212

The Accrediting Commission of Career Schools
and Colleges is listed by the U.S. Department
of Education as a nationally recognized
accrediting agency.

ACCSC – BRANCH CAMPUSES

Le Cordon Bleu College of Culinary Arts in Las Vegas

Accredited by the Accrediting Commission
of Career Schools and Colleges (ACCSC) as a
branch location of Le Cordon Bleu College of
Culinary Arts in Scottsdale, AZ.

Le Cordon Bleu College of Culinary Arts in Miami

Accredited by the Accrediting Commission
of Career Schools and Colleges (ACCSC) as a
branch location of Le Cordon Bleu College of
Culinary Arts in Scottsdale, AZ.

Le Cordon Bleu College of Culinary Arts Inc., a
Private Two-Year College in Cambridge, MA is
also accredited by the Accrediting Commission
of Career Schools and Colleges (ACCSC) as a
branch location of Le Cordon Bleu College of
Culinary Arts in Scottsdale, AZ.

ACFEFAC

Programmatically accredited by the American
Culinary Federation Education Foundation
Accrediting Commission.

American Culinary Federation Education
Foundation Accrediting Commission

180 Center Place Way
St. Augustine, FL 32095
Phone: (904) 824-4468
www.acfchefs.org

Accreditation by American Culinary
Federation Education Foundation Accrediting
Commission (ACFEFAC) assures that a program
is meeting at least a minimum of standards
and competencies set for faculty, curriculum
and student services.

Le Cordon Bleu College of Culinary Arts in Atlanta

Associate of Occupational Studies Degree
in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Las Vegas

Associate of Occupational Science Degree
in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking



Le Cordon Bleu College of Culinary Arts in Los Angeles

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Miami

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Culinary Arts

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Orlando

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie & Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in San Francisco

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Le Cordon Bleu College of Culinary Arts in Scottsdale

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Seattle

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in St. Louis

Certificate in Le Cordon Bleu Pâtisserie and Baking

STATE AFFILIATIONS

Le Cordon Bleu College of Culinary Arts in Atlanta

Le Cordon Bleu College of Culinary Arts is authorized by:

Nonpublic Postsecondary Education Commission (NPEC)

2082 East Exchange Place, Suite 220
Tucker, GA 30084

(770) 414-3300

to operate in Georgia and is approved by the U.S. Department of Education to participate in Title IV financial aid programs.

Le Cordon Bleu College of Culinary Arts in Las Vegas

Le Cordon Bleu College of Culinary Arts is licensed to operate by the Commission on Postsecondary Education in the State of Nevada.

Le Cordon Bleu College of Culinary Arts in Los Angeles, Sacramento, and San Francisco

Le Cordon Bleu College of Culinary Arts in Los Angeles, Le Cordon Bleu College of Culinary Arts in Sacramento and Le Cordon Bleu College of Culinary Arts in San Francisco are private institutions and have approval to operate in the State of California based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010.

The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. The Bureau can be reached at:

P.O. Box 98081

Sacramento, CA 95798-0818

Phone: (888) 370-7589

www.bppe.ca.gov

These institutions do not have a pending petition in bankruptcy, not operating as a debtor in possession, have not filed a petition within the preceding five years, or had a petition in bankruptcy filed against them within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing the enrollment agreement. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833

www.bppe.ca.gov

Phone: (888) 370-7589

Fax (916) 263-1897

LE CORDON BLEU CATALOG

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A student or any member of the public may file a complaint about this institution with Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet website, www.bppe.ca.gov

Le Cordon Bleu College of Culinary Arts in Miami and Orlando

Le Cordon Bleu College of Culinary Arts in Miami and Le Cordon Bleu College of Culinary Arts in Orlando are licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting:

Commission for Independent Education
325 West Gaines St., #1414
Tallahassee, FL 32399-0400
Phone: (888) 224-6684

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul is registered as a private institutional with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul is approved by the Wisconsin Educational Approval Board.

Wisconsin Educational Approval Board
30 West Mifflin Street
P.O. Box 8696
Madison, WI 53708-8986

Approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code by the Minnesota State Veterans Approving Agency.

Le Cordon Bleu College of Culinary Arts in Portland

This school is a business corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that the state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the:

Office of Degree Authorization
775 Court Street NE
Salem, OR 97301

This school is licensed under Chapter 28C.10RCW and is authorized to advertise and recruit for the following programs: Le Cordon Bleu Culinary Arts Certificate and Le Cordon Bleu Pâtisserie and Baking Certificate. Inquiries or complaints from State of Washington residents regarding this or any other private vocational school may be made to:

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, Washington 98504-3105
wtb.wa.gov
Phone: (360) 753-5662
E-Mail: wtecb@wtb.wa.gov

The Le Cordon Bleu College of Culinary Arts in Portland is authorized by the Washington Student Achievement Council (WSAC) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the Le Cordon Bleu College of Culinary Arts in Portland to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at: P.O. Box 43430
Olympia, WA 98504-3430

Le Cordon Bleu College of Culinary Arts in Scottsdale

Arizona State Board for Private Postsecondary Education
1400 W. Washington, Suite 260
Phoenix, AZ 85007
Phone: (602) 542-5709
azppse.state.us/

Le Cordon Bleu College of Culinary Arts in Seattle

Le Cordon Bleu College of Culinary Arts is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding this private vocational school may be made to the:

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105 Olympia
Washington 98504-3105
wtb.wa.gov
Phone: (360) 753-5662
E-Mail: wtecb@wtb.wa.gov

The Le Cordon Bleu College of Culinary Arts in Seattle is authorized by the Washington Student Achievement Council (WSAC) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the Le Cordon Bleu College of Culinary Arts in Seattle to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at: P.O. Box 43430, Olympia WA 98504-3430

Le Cordon Bleu College of Culinary Arts in St. Louis

Le Cordon Bleu College of Culinary Arts is approved to operate by the Missouri Department of Higher Education. The college is approved by the U.S. Department of



Education to participate in Title IV financial aid programs. Le Cordon Bleu College of Culinary Arts is affiliated with the Career College Association and the Missouri Association of Private Career Colleges and Schools.

STATEMENT OF OWNERSHIP

The Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, and Portland campuses are owned by Le Cordon Bleu North America, LLC, which is ultimately wholly owned by Career Education Corporation (CEC).

The Las Vegas, Miami, and Scottsdale campuses are owned by Scottsdale Culinary Institute, Ltd., which is ultimately wholly owned by Career Education Corporation (CEC).

The Sacramento, Seattle and St. Louis campuses are owned by Kitchen Academy, Inc., which is ultimately wholly owned by Career Education Corporation (CEC).

The San Francisco campus is owned by California Culinary Academy, LLC, which is ultimately wholly owned by Career Education Corporation (CEC).

CEC is a Delaware corporation with principal offices located at:

231 North Martingale Road
Schaumburg, IL 60173-2007
Phone: (847) 781-3600

EXECUTIVE OFFICERS/BOARD OF DIRECTORS (ALL CAMPUSES)

The Executive Officers of Career Education Corporation are:

Scott W. Steffey
President and Chief Executive Officer

Colleen M. O'Sullivan
Senior Vice President, Chief Financial Officer
and Treasurer

Members of the CEC Board of Directors are:

David W. Devonshire, Chairman

Louis E. Caldera

Dennis H. Chookaszian

Patrick W. Gross

Greg L. Jackson

Thomas B. Lally

Ron D. McCray

Scott W. Steffey

Leslie T. Thornton

LE CORDON BLEU CATALOG

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PROGRAM OFFERINGS

DEFINITIONS OF ACADEMIC CALENDAR

- The term "block" refers to a consecutive 12-week grouping of classes commencing with the student's start date.
- The term "module" refers to a consecutive 6-week grouping of classes commencing with the student's start date.
- The term "session" refers to any shorter length course periods within a module.



CERTIFICATE PROGRAM IN

Le Cordon Bleu Culinary Arts

**Offered at the Le Cordon Bleu campuses in:
Atlanta, Las Vegas, Minneapolis/St. Paul,
Portland, Sacramento, San Francisco,
Scottsdale, Seattle, St. Louis**

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours, and 12 months of instruction.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Cook, Pantry Cook, Lead Line Cook, Cook II, Prep Cook, Chef, Roundsman, Cook III, Garde Manger, Grill Cook, Baker, Production Cook, Salumiere, Sous Chef, Kitchen Supervisor, Banquet Cook, Jr. Sous Chef, Assistant Manager, and Kitchen Assistant. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Quarter Credits Required for Graduation **55.0**

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CERTIFICATE PROGRAM IN

Le Cordon Bleu Pâtisserie and Baking

**Offered at the Le Cordon Bleu campuses in:
Atlanta, Las Vegas, Minneapolis/St. Paul,
Portland, Sacramento, San Francisco,
Scottsdale, Seattle, St. Louis**

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Baker, Pastry Cook, Bakery Assistant, Cake Decorator, Pastry Assistant, Head Baker, Assistant Pastry Chef, Pastry Line Cook, Morning Production Baker, Pastry Chef, Pastry Cook 4, and Dessert Plater. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others.

Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Credits Required for Graduation **55.0**



DIPLOMA PROGRAM IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campuses in:
Los Angeles, Miami, Orlando

The Diploma in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry. The program consists of 55 quarter-credits, 940 contact hours, and 12 months of instruction.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. There is no cumulative exam required at the end of the program.

CORE CURRICULUM REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC153**		
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Quarter Credits Required for Graduation		55.0

** LCBC153 is offered at the Los Angeles campus.

LE CORDON BLEU CATALOG

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DIPLOMA PROGRAM IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campuses in:
Los Angeles, Miami, Orlando

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Diploma in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

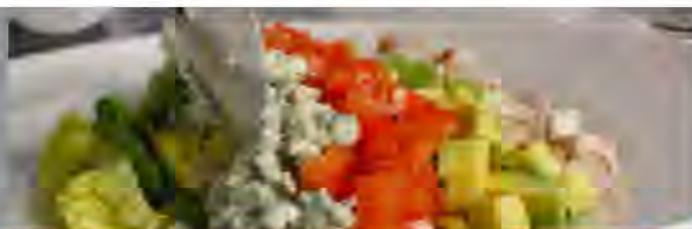
The program consists of 55 quarter-credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Credits Required for Graduation **55.0**



ASSOCIATE OF OCCUPATIONAL SCIENCE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Atlanta

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 76.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
CST1050	Speech	5.0
ENG132	English Composition	5.0
HUM1101	Culinary History	5.0
MAT1150	College Math	5.0
PSY2101	Introduction to Psychology	5.0
SCI1200	Food Science and Safety	3.0
SCI1230	Nutrition	3.0

Total Required General Education Credits 31.0

Total Quarter Credits Required for Graduation 107.0

LE CORDON BLEU CATALOG

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ASSOCIATE OF OCCUPATIONAL SCIENCE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Atlanta

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Décoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits **75.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
CST1050	Speech	5.0
ENG132	English Composition	5.0
HUM1101	Culinary History	5.0
MAT1150	College Math	5.0
PSY2101	Introduction to Psychology	5.0
SCI1200	Food Science and Safety	3.0
SCI1230	Nutrition	3.0

Total Required General Education Credits **31.0**

Total Quarter Credits Required for Graduation **106.0**



ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Las Vegas

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter-credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the work force skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM112	Effective Interpersonal Communication and Presentation Skills	5.0
ENG150	College English	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
PSY201	Aspects of Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0

LE CORDON BLEU CATALOG

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ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Las Vegas

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter-credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the work force skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Maker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example, Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become Chefs upon graduation, but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a

cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM112	Effective Interpersonal Communication and Presentation Skills	5.0
ENG150	College English	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
PSY201	Aspects of Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0



ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

**Offered at the Le Cordon Bleu campus in:
Los Angeles (Pasadena campus)**

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC153	Baking and Pastry	7.0
LCBC205	Food In History	5.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC241	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 87.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0

Total Required General Education Credits 20.0

Total Quarter Credits Required for Graduation 107.0

LE CORDON BLEU CATALOG

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ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Los Angeles (Pasadena campus)

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 86.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0

Total Required General Education Credits 20.0

Total Quarter Credits Required for Graduation 106.0

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Miami

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

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Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits **82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0

Total Required General Education Credits **25.0**

Total Quarter Credits Required for Graduation **107.0**

LE CORDON BLEU CATALOG

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ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Miami

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Minneapolis/St. Paul

The Le Cordon Bleu Culinary Arts program is a 21 month, 1564 contact hour, 107 quarter-credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC231	Contemporary Cuisine	2.0
LCBC242	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits **77.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
MTH135	College Mathematics	5.0
ENG105	English Composition	5.0
COM115	Communication Methods	5.0
PSY105	Psychology	5.0
LIT225	Topics in Literature	5.0
GE280	Environmental Science	5.0

Total Required General Education Credits **30.0**

Total Quarter Credits Required for Graduation **107.0**

LE CORDON BLEU CATALOG

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ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Minneapolis/St. Paul

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1570 contact hour, 111 quarter-credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
MTH135	College Mathematics	5.0
ENG105	English Composition	5.0
COM115	Communication Methods	5.0
PSY105	Psychology	5.0
LIT225	Topics in Literature	5.0
GE280	Environmental Science	5.0

Total Required General Education Credits 30.0

Total Quarter Credits Required for Graduation 111.0



ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Orlando

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits **82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0

Total Required General Education Credits **25.0**

Total Quarter Credits Required for Graduation **107.0**

LE CORDON BLEU CATALOG

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ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Orlando

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

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Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0



ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Portland

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits **82.0**

GENERAL EDUCATION REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
COM166	Interpersonal Communications	5.0
ENG121	English Composition	5.0
ENG221	Writing Practical	5.0
MAT100	College Math	5.0
PSY142	Psychology	5.0

Total Required General Education Credits **25.0**

Total Quarter Credits Required for Graduation **107.0**

LE CORDON BLEU CATALOG

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ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Portland

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM166	Interpersonal Communications	5.0
ENG121	English Composition	5.0
ENG221	Writing Practical	5.0
MAT100	College Math	5.0
PSY142	Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0



ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
San Francisco

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in Le Cordon Bleu College of Culinary Arts in San Francisco's published placement rates for calendar year 2011 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Prep Cook, Sous Chef, Cook, Chef, Cook I, Assistant Cook, Baker/Rounds Cook, Butcher, Café Cook, Cook A, Cook II, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinator, Roundsman/ Chef de Partie. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

The Associate of Occupational Studies in Le Cordon Culinary Arts program has recently undergone some changes, therefore there is no current placement data available. Information regarding general salary and placement statistics may be available from government sources or from the institution, but is not equivalent to actual performance data.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that

provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC123	Hospitality Math	5.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC205	Food in History	5.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 92.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN113	Fundamentals of Oral Communication	5.0
GEN133	Written Communication	5.0
GEN142	Psychology	5.0

Total Required General Education Credits 15.0

Total Quarter Credits Required for Graduation 107.0

LE CORDON BLEU CATALOG

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ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
San Francisco

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of Pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level Pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC123	Hospitality Math	5.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits **91**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN113	Fundamentals of Oral Communication	5.0
GEN133	Written Communication	5.0
GEN142	Psychology	5.0

Total Required General Education Credits **15.0**

Total Quarter Credits Required for Graduation **106.0**



ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Sacramento, Seattle, St. Louis

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles include Line Cook, Prep Cook, Sous Chef, Cook, Chef, Cook I, Assistant Cook, Baker/Rounds Cook, Butcher, Café Cook, Cook A, Cook II, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinator, Roundsman/Chef de Partie. The various titles of “chef” in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0

LE CORDON BLEU CATALOG

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ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking Arts

Offered at the Le Cordon Bleu campus in:
Sacramento, Seattle, St. Louis

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of Pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level Pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK252	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0



ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Scottsdale

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate to enter the hospitality/foodservice industry, potentially starting in an entry-level position (cook, line cook, catering assistant, and banquet cook) and over time leading to a management position. There are employment opportunities in restaurants, resorts, hotels, and institutional establishments. These courses are designed to prepare the graduate for future management positions such as Kitchen Manager, Catering/Events Manager, Banquet Manager, General Manager, and Food & Beverage Manager. Management positions may require a candidate to first spend significant time in food preparation and foodservice positions in the hospitality/foodservice industries; therefore, it is reasonable to expect a non-supervisory position as an entry-level job along the culinary management career pathway. Success is dependent upon the student's efforts, abilities, and application of his or her skills and aptitudes. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts

who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Practical	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0

LE CORDON BLEU CATALOG

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ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Scottsdale

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit) culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program.

CORE CURRICULUM REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0



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LE CORDON BLEU CATALOG

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BACHELOR OF ARTS DEGREE IN

Le Cordon Bleu Culinary Management – Online

Le Cordon Bleu College of Culinary Arts offers a Bachelor of Arts in Le Cordon Bleu Culinary Management completion program, also known as a 2 + 2 program, which is an extensive online program. The Le Cordon Bleu Culinary Management program is a 930 contact hour, 180 Quarter Credit culinary management training program with 90 of those Credits potentially transferring in from an Associate degree obtained in either Culinary Arts, Pâtisserie and Baking, or Hospitality and Restaurant Management, and may be completed in 60 or 84 weeks, excluding holidays and breaks. The program consists of academic and general education courses, and concludes with a capstone project.

Mode of Delivery

The College utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC Schaumburg, Illinois, (866) 397-1726.

Program Outcomes:

- Develop the knowledge base necessary to oversee execution of organizational functions including; purchasing and inventory controls, food and wine operations, front-of-the-house operations, and basic principles of management.

The following program is offered through the Scottsdale campus and is not offered in all states.

- Apply management theory and leadership principles.
- To demonstrate the use of statistical analysis to aid in management decisions.
- Understand team dynamics and the role teams play in today's workforce.
- Develop an entrepreneurial view toward addressing current issues in the field of hospitality management.
- Develop leadership, interpersonal, and communication skills in managing human resources in diverse hospitality organizations.
- Demonstrate utilization of work-based projects that incorporate leadership, teamwork, and communication skill sets in the compilation of a management portfolio.
- Identify and apply sound financial management principles.
- Develop and apply principles or theories of hospitality business management while being able to execute customer service techniques.
- Develop an understanding of change and contemporary issues that need to be implemented and/or managed.
- Gain appreciation for the history, evolution, and international diversity of the hospitality industry.

Upon completion of this program, a graduate should have the workforce skills appropriate to enter the hospitality/foodservice industry, potentially starting in an entry-level position (cook, line cook, catering assistant, and banquet cook) and over time leading to a management position. There are employment opportunities in restaurants, resorts, hotels, and institutional establishments. These courses are designed to prepare the graduate for future management positions such as Kitchen Manager, Catering/Events Manager, Banquet Manager, General Manager, and Food and Beverage Manager. Management positions may require a candidate to first spend significant time in food preparation and foodservice positions in the hospitality/foodservice industries; therefore, it is reasonable to expect a non-supervisory position as an entry-level job along the culinary management career pathway. Success is dependent upon the student's efforts, abilities, and application of his or her skills and aptitudes. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.



Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBM302	Wine and Beverage Management	3.0
LCBM310	Cost Control Analysis	3.0
LCBM320	Health Cuisine and Nutrition	3.0
LCBM330	Food Science	3.0
LCBM340	Business Ethics	3.0
LCBM360	Facilities Management	3.0
LCBM370	Supervision and Management	3.0
LCBM380	Gastronomy	3.0
LCBM430	Event Management	3.0
LCBM440	Hospitality Marketing Management	3.0
LCBM460	Financial Management	3.0
LCBM470	Hospitality Strategic Management and Research	3.0
LCBM480	Customer Service	3.0
LCBM490	Small Business Development	3.0
LCBM499	Capstone Course	3.0

Total Required Core Curriculum Credits 45.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
AGSC403	Contemporary Issues in Agriculture and Food Production	5.0
ECO323	Economic Theory	5.0
ENG303	Academic Research and Writing	5.0
ENV333	Environmental Science	5.0
HUM313	Food Culture and Ethnic Identity	5.0
POL473	Politics, Law and Society	5.0
PSY313	Organizational Psychology	5.0
SOC413	Beliefs, Attitudes and Ideologies	5.0
STAT303	Statistics	5.0

Total Required General Education Credits 45.0

Total Required Associate Degree Transfer Credits 90.0

Total Quarter Credits Required for Graduation 180.0

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ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Operations

This Le Cordon Bleu Culinary Operations program is a 1310 contact hour, 99 quarter credit culinary operations training program and may be completed in 84 weeks, excluding holidays and breaks. The program consists of culinary laboratory courses with an externship, academic and general education courses, and concludes with a capstone project. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management and operational principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the skills needed to begin their careers in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include entry-level supervisory positions, Food Operations Manager, Institutional Operations Manager, Kitchen Manager, Food Preparation Worker, Foodservice Manager, Restaurant Manager, Cook, Line Cook, and Roundsman. Graduates are encouraged to work toward upper management positions through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. This hybrid program requires a combination of residential and distance education courses. A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu in Culinary Operations.

The following program is offered through the Scottsdale campus and is not offered in all states.

Mode of Delivery for Distance Education Programs

The College utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC.



Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC130	Culinary Foundations III	6.0
LCBC135	Nutrition	3.0
LCBC150	Baking and Pastry	6.0
LCBC210	Cuisine Across Cultures	6.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBC250	Externship I	6.0
LCBC299	Capstone Course	3.0
LCBH156	Food History	3.0
LCBH225	Food Service Operations	5.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0

Total Required Core Curriculum Credits **74.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0

Total Required General Education Credits **25.0**

Total Quarter Credits Required for Graduation **99.0**

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ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Hospitality and Restaurant Management – Online

**The following program is offered through the
Scottsdale campus and is not offered in all states.**

The Le Cordon Bleu Hospitality and Restaurant Management program is a 980 contact hour, 95 Quarter Credit culinary arts training program and may be completed in 60 or 84 weeks, excluding holidays and breaks. The program consists of academic and general education courses, and concludes with a capstone course.

Mode of Delivery

The college utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC Schaumburg, Illinois, (866) 397-1726.

Program outcomes include:

- Demonstrate professional-level dining and beverage service techniques.
- Demonstrate sanitation principles as they apply to the hospitality industry.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the skills needed to begin his/her career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include entry-level supervisory positions, Front Desk Clerk, Concierge, Front Desk Supervisor, Manager Trainee, Assistant Manager, Maitre d', Wine Steward, Assistant Catering Manager and Event Coordinator. Graduates are encouraged to work toward upper management positions through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.



Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBH100	Introduction to Hospitality Industry	3.0
LCBH115	Food Safety and Sanitation for Hospitality	3.0
LCBH151	Food Terminology	3.0
LCBH156	Food History	3.0
LCBH211	Information Technology Systems	3.0
LCBH221	Beverage Service Operations	3.0
LCBH225	Food Service Operations	5.0
LCBH231	Introduction to Tourism	3.0
LCBH241	Hotel and Lodging Operations	3.0
LCBH250	Hospitality Business Law	3.0
LCBH261	Club Management	3.0
LCBH270	Hospitality Leadership Systems	3.0
LCBH280	Hospitality Marketing	3.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0
LCBH299	Capstone Course	3.0
Total Required Core Curriculum Credits		70.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		25.0
Total Quarter Credits Required for Graduation		95.0

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COURSE DESCRIPTIONS FOR ALL CERTIFICATE, DIPLOMA, ASSOCIATE, AND ONLINE PROGRAMS

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course. Courses numbered 100-199 are generally taken during a student's first academic year. Courses numbered 200-299 are generally taken during a student's second academic year. Courses numbered 300-399 are generally taken during a student's third academic year. Courses numbered 400-499 are generally taken during a student's fourth academic year. Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Director of Education. The unit of credit is the semester/quarter-credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every module.

LCBC100 – College Success and Career Portfolio

1 Credit

Prerequisite: None

This College Success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter, and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC101 – College Success for Online Programs

2 Credits

Prerequisite: None

This College Success class combines insight specific to both online student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.



LCBC122 – Culinary Foundations II **7 Credits**

Prerequisites: LCBC105 and LCBC110

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

LCBC123 – Hospitality Math **5 Credits**

Prerequisite: None

This course introduces students to the basic math principles used in the hospitality industry. The course will explore math's application to recipe costing, yield testing, food, beverage and labor costing, and weights and measurements. This course is designed to prepare students for LCBC125 – Cost Control and Purchasing.

LCBC125 – Cost Control and Purchasing **3 Credits**

Prerequisite: MAT1150

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III **7 Credits**

Prerequisite: LCBC122

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier, is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the taught Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition **3 Credits**

Prerequisite: None

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will be expected to examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease, and how a food-science foundation can benefit not only immune challenged populations, but the average healthy populations as well.

LCBC152/153 – Baking and Pastry **7 Credits**

Prerequisites: LCBC105 and LCBC110

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and recipe costing and analysis. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation, and product storage are discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern-day bakery.

LCBC205 – Food in History **5 Credits**

Prerequisite: None

Food in History provides students with an intellectual framework for understanding world history, the origins of food, and the development of cuisine. This course highlights religious, economic and cultural influences from the ancient period to the present. Emphasis is on the appreciation and understanding of important historical developments.

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LCBC212 – Cuisine Across Cultures 8 Credits

Prerequisite: LCBC132

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and the influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship

5 Credits

Prerequisite: None

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full- and part-time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse workforce.

LCBC222 – Catering and Buffets

7 Credits

Prerequisite: LCBC132

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC225 – Wine and Beverage

3 Credits

Prerequisite: None

This course provides the student with the foundations necessary to understand and appreciate beverage alcohol service, a major profit center for the industry. Exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine

4 Credits

Prerequisite: LCBC132

This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden his/her sensory development and use critical thinking to formulate his/her own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony, while honoring the classical techniques even if using a more modern-day delivery presentation.

LCBC240/241/242 – Restaurant Rotation

8 Credits

Prerequisites: LCBC152, LCBC212, and LCBC222 or Director of Education consent

In this final on-campus course, students apply specific skills taught throughout the curriculum in a series of modern food service applications and competency-based assessments. Student groups will design a food service operation and formally present a business plan that includes a concept, layout, menu design with cost breakdown, and a marketing plan. Individually, students will perform restaurant firing exercises in both kitchen and dining room tableside environments with an emphasis on satisfactorily demonstrating learned competencies with a sense of urgency. Students will also practice an American Culinary Federation practical cooking exam that is highly respected in the foodservice industry for professional certification.



LCBC250 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

The externship is the final applied component of the Le Cordon Bleu culinary program.

The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

This second course is required of all certificate seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC299 – Capstone Course

3 Credits

Prerequisites: All required program courses must be completed prior to taking LCBC299 and CGPA must be equal to or greater than 2.0

This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBH100 – Introduction to the Hospitality Industry

3 Credits

Prerequisite: None

This course is designed to serve as an overview and introduction to the hospitality industry. Students are introduced to the history of the hospitality industry including an overview of the size, scope, and impact. Each of the major segments of the hospitality industry is introduced. Current trends in hospitality are explored.

LCBH115 – Food Safety and Sanitation for Hospitality

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the three types of hazards, and the most common causes of foodborne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent foodborne illness throughout the flow of food.

LCBH151 – Food Terminology

3 Credits

Prerequisite: None

Students are introduced to key terminology surrounding food, foodservice equipment, and cooking techniques. Students are expected to identify food product and describe basic cooking styles and techniques properly.

LCBH156 – Food History

3 Credits

Prerequisite: None

This course explores the importance of food and foodservice throughout history, from prehistoric times to the present. The historical influence on modern foodservice is analyzed. Culinary trends are identified and discussed.

LCBH211 – Information Technology Systems

3 Credits

Prerequisite: None

This course provides an overview of PC-based information systems and technology applications used in the hospitality industry to support operations and management decision making. Topics include: hardware and software, data processing systems, input-output devices, storage devices. Students will have the opportunity to learn and use word processing and spread sheet programs.

LCBH221 – Beverage Service Operations

3 Credits

Prerequisite: None

This course introduces the rudiments of adult beverage service, recipes, bar design and functionality. Other topics include: marketing, promotions, legalities, licensing, cost control, and management.

LCBH225 – Food Service Operations

5 Credits

Prerequisite: None

Food Service Operations provides a comprehensive view of the size and scope of the food service industry as well as core operational elements inherent in all food service operations. Different segments of the food service industry are analyzed including: contract food service, dining operations, and hotel food service.

LCBH231 – Introduction to Tourism

3 Credits

Prerequisite: None

This course provides a comprehensive view of the travel and tourism industry, including the history of travel and tourism. Operating segments of the tourism industry are explored, as well as the role of hospitality within the touristic framework.

LCBH241 – Hotel and Lodging Operations

3 Credits

Prerequisite: None

This course presents the fundamental principles of lodging operations. Students are introduced to the history and scope of lodging industry as well as the organizational structure, and classification of different types of properties and the markets served. Course also addresses job positions within the hotel and the interconnected nature of different hotel departments.

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LCBH250 – Hospitality Business Law 3 Credits

Prerequisite: None

This intensive course covers all aspects of business law as it relates to the hospitality industry. Topics discussed include: basic contracts, administrative law, government regulations, and legal concerns involving truth in advertising, contracts, and management ethics. Students have the opportunity to develop the knowledge and skills necessary to make informed decisions within professional and legal boundaries. Also, proficiencies in building progressive labor relations as a hospitality manager are offered.

LCBH261 – Club Management 3 Credits

Prerequisite: None

This course examines the history, purpose, and organization of private clubs with a focus on member expectations, service delivery methods, and organizational structure. An overview of club departments and the unique management challenges are explored.

LCBH270 – Hospitality Leadership Systems 3 Credits

Prerequisite: None

This course emphasizes the importance of leadership, decision making, motivation, power, and change within the organization. This unit is aimed at enhancing the students' effectiveness as members or leaders of the hospitality management industry.

LCBH280 – Hospitality Marketing 3 Credits

Prerequisite: None

This course introduces the planning, development, and management of marketing activities. Special topics include financial and marketing considerations unique to events in the hospitality environment.

LCBH291 – Dining Room Management 3 Credits

Prerequisite: None

This course serves to provide students with a complete overview of front-of-the-house operations. Students will receive instruction in all aspects of dining room management including: service theory, concept styles, and levels of service. Furthermore, the equipment and standards that are required and dictated by concept and restaurant ratings are discussed. Hiring, training, and managing to ensure quality service are also included.

LCBH295 – Restaurant Management 5 Credits

Prerequisite: None

The course focuses on the mission, organization, and service execution in a sit-down, full-service dining operation. Planning, scheduling, and forecasting are explained, as well as, basic restaurant layout and design.

LCBH299 – Capstone Course 3 Credits

Prerequisites: All required program courses must be completed prior to taking LCBH299 and CGPA must be equal to or greater than 2.0

This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBK102 – Introduction to Pâtisserie and Baking Techniques 7 Credits

Prerequisite: None

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will have the opportunity to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie 7 Credits

Prerequisite: LCBK102

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched dough's and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Pâtisserie, Cake Formula, and Assembly 7 Credits

Prerequisite: LCBK112

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finishing, and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Pâtisserie and Chocolate Techniques 8 Credits

Prerequisite: LCBK122

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes.



LCBK222 – Centerpiece and Cake Decoration Techniques

7 Credits

Prerequisite: LCBK212

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK232 – Advanced Showpiece and Confectionary Techniques

7 Credits

Prerequisite: LCBK222

Through the demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces, and centerpieces. Students explore a variety of mediums, which include chocolate, pastillage, and cooked sugar.

LCBK250/252 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK255 – Externship II

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

This second course is required of all Pâtisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBM302 – Wine and Beverage Management

3 Credits

Prerequisite: None

This course introduces the history, science and varieties of alcoholic beverages essential for today's hospitality manager. Students will have the opportunity to gain an understanding of wines, beers and spirits; including the selling and marketing aspects of the beverage industry.

LCBM310 – Cost Control Analysis

3 Credits

Prerequisite: None

This course focuses on the management aspects of planning, organizing, leading and controlling a hospitality establishment. Topics explored include purchasing and inventory control, accounting, and profitability.

LCBM320 – Health Cuisine and Nutrition

3 Credits

Prerequisite: None

This course will focus on current nutritional aspects in the food industry. Emphasis will be placed on dietary modifications, menu design and alteration, ingredient selection, and function.

LCBM330 – Food Science

3 Credits

Prerequisite: None

This course uses lecture and demonstrations to present the physical and chemical properties of food. Students will have the opportunity to discuss the relationship of these properties to food preparation techniques as they relate to health and nutrition.

LCBM340 – Business Ethics

3 Credits

Prerequisite: None

This course examines the nature and value of morality in relation to business environments. Students will be exposed to theoretical situations and applied ethical constructs that shape and modify the business decision-making processes.

LCBM360 – Facilities Management

3 Credits

Prerequisite: None

Students will have the opportunity to examine and evaluate the processes involved in the development, management, and maintenance of hospitality facilities and properties.

LCBM370 – Supervision and Management

3 Credits

Prerequisite: None

This course will cover the transition from employee to supervisor. Management techniques will be studied on how to handle difficult employees at the same time as implementing motivational techniques. The student will have an opportunity to gain an understanding of employee training programs, counseling, the concept of discipline, performance appraisals, and the principles of wage and salary administration.

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LCBM380 – Gastronomy

3 Credits

Prerequisite: None

This course will explore the study of food through diverse questioning, both historic and contemporary, to understand the relevance within our society and cultures. Topics will include: cultural meanings of food, influences around what we eat and why, changes in meals and mealtimes, drinking habits today versus yesteryear, and the evolution of cuisine, cookbooks and authors. Students will be expected to complete a gastronomy research project as part of the course.

LCBM430 – Event Management

3 Credits

Prerequisite: None

This course will concentrate on established standards, techniques, and practices of event management. The focus will be on social and business functions, and the management of large scale, independent events, such as catering events. Topics will include: research, design, planning, coordination and evaluation of special events management.

LCBM440 – Hospitality Marketing Management

3 Credits

Prerequisite: None

Students address the principles of sales and marketing management as they apply to international hotel and resort business. The course explores the analysis, planning, and control of the sales and marketing function. Emphasis is placed on the procedures and techniques of decision making relative to marketing challenges.

LCBM460 – Financial Management

3 Credits

Prerequisite: None

The course integrates the areas of financial accounting, managerial accounting, and finance and applies the interpretive and analytical skills of each to hospitality industry situations. Course topics will expose students to the analysis and interpretation of financial statements and operating reports, the budgeting and forecasting process, the application of C-V-P and other decision models to hospitality operations, operating agreements, capital investment analysis, financial feasibility, and valuation.

LCBM470 – Hospitality Strategic Management and Research

3 Credits

Prerequisite: None

This course will concentrate on the manager's role in developing balanced and strategic decisions. Practical aspects will be considered through case study analysis and research. Topics will include: acquisition, development, and management of financial resources (such as people, knowledge, and capital), while maintaining successful relationships with external stakeholders.

LCBM480 – Customer Service

3 Credits

Prerequisite: None

This course will provide the student the opportunity to learn how to provide effective customer service and handling customer challenges; while maintaining a professional image. Actual hospitality cases will be studied and customer service solutions will be developed through individual assignments and group discussions.

LCBM490 – Small Business Development

3 Credits

Prerequisite: None

This course will concentrate on techniques and practices of successful small business managers. Topics will include: development and effective management of a small business, essential start-up lessons, writing a business plan, obtaining finance, and understanding legal business forms.

LCBM499 – Capstone Course

3 Credits

Prerequisites: All required program courses must be completed prior to taking the LCBM499 and CGPA must be equal to or greater than 2.0

This course provides students with the opportunity to integrate and apply what was taught from their previous courses of study in a comprehensive method.



GENERAL EDUCATION COURSE DESCRIPTIONS

AGSC403 – Contemporary Issues in Agriculture and Food Production

5 Credits

Prerequisites: ECO323 and ENV333

This course identifies a broad scope of sustainable agriculture issues and includes addressing personal connections with food, the environmental “footprint” of food production, price versus cost, trends in agriculture, and historic factors affecting today’s food systems. Potential solutions and action steps are examined throughout the course.

COM103 – English and Communications

5 Credits

Prerequisite: None

This is an introductory course, which focuses on communication skills essential to career and personal growth. Emphasis is placed upon awareness of an adaptation to the audience, ethical responsibility and cultural diversity. Students are expected to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in numerous speaking, listening and small group interactions.

COM112 – Effective Interpersonal Communication and Presentation Skills

5 Credits

Prerequisite: None

This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective communication, practice writing and organizational skills; and adapt methods of delivery for diverse audiences and context. The course also explores nonverbal communication, conflict resolution, and group dynamics.

COM115 – Communication Methods

5 Credits

Prerequisite: None

The course will emphasize the skills and techniques of effective communication and the application of those skills in a variety of contexts. Topics include the processes and barriers of human communication, the effects of self-perception, culture, gender, verbal and nonverbal messages on the process, and the impact of the communication process on teamwork and conflict. The course will provide students the opportunity to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in public speaking, listening and group interactions.

COM166 – Interpersonal Communications

5 Credits

Prerequisite: None

Students study the skills and techniques of effective communication and the application of those skills to their personal and professional lives. Topics include the processes and barriers for human communication, the role of self-perception, the effects of culture and gender on communication, verbal and nonverbal messages, group communication, public speaking and managing interpersonal conflict.

CST1050 – Speech

5 Credits

Prerequisite: None

Students study the skills and techniques of effective communication and the application of those skills to our daily lives. Topics include an awareness and appreciation of the complexities of the communication process, understanding inter- and intra-personal communication, identifying barriers to communication, and resolving conflict in communication.

ECO323 – Economic Theory

5 Credits

Prerequisite: None

Students will have the opportunity to learn the economic theories of supply and demand, the principles of scarcity, the allocation of resources and the organization of economic systems. Students explore forces shaping the economy such as market structures, financial institutions, government policies, unemployment, the national debt and the global market place.

ENC1101 – English Composition

5 Credits

Prerequisite: None

In this course students have the opportunity to learn to understand and utilize the writing process. The course encourages the students to see English as a highly practical course, giving them skills they need in future classes, and in any field or occupation they pursue. The students can use reading and writing to demonstrate critical thought, effective communication, and creative appreciation.

ENG101 – Writing Fundamentals

5 Credits

Prerequisite: None

This course will focus upon the writing process, including planning, developing, and revising. It is intended to improve the writing skills necessary to succeed in college and in future careers.

ENG105 – English Composition

5 Credits

Prerequisite: None

This course will focus upon the writing process, including planning, development, and revision. Informative, narrative, and persuasive writing styles will be introduced. Additionally, composition principles including tone, grammar, punctuation utilization of effective research methods, source validity, and accurate methods of citation will be incorporated into the course.

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ENG121 – English Composition

5 Credits

Prerequisite: None

This course provides an introduction to clear and effective writing with an emphasis on correct grammar, punctuation, spelling and word choice. Sentence structure, recognition and correction of common sentence errors and the effective use of reference tools are covered. Students will have the opportunity to practice composition skills through exercises and assignments that represent real-world tasks.

ENG132 – English Composition

5 Credits

Prerequisite: None

In this course, students are expected to study and apply composition principles to a variety of writing modes, focusing on the writing process, intended audience, consistent point of view, correct grammar, concise language, appropriate style, and effective organizational strategies.

ENG150 – College English

5 Credits

Prerequisite: None

This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. Focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

ENG221 – Writing Practical

5 Credits

Prerequisite: None

This course focuses on the factors that make writing readable. Students will practice identifying the characteristics of "good" writing, and contrast clear, vivid written language with writing which is ineffective. Through lecture, class discussion, and writing assignments, students can learn to write well-crafted paragraphs, business correspondence, reports, policies and procedures. Emphasis is placed on appropriate structure, referencing and documentation.

ENG303 – Academic Writing and Research

5 Credits

Prerequisite: None

This course covers such topics as incorporating critical reading strategies, the elements of good writing, effective sentence skills, paragraph, and essay structure. The course incorporates the use of literary analysis and research in the development of various writing styles. It addresses how research best fits within student writing by explaining how to analyze and synthesize findings in the student's own words.

ENV333 – Environmental Science

5 Credits

Prerequisite: None

This course evaluates the effects of humans on the earth's ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, the allocation of natural resources, and alternative forms of energy.

GE280 – Environmental Science

5 Credits

Prerequisite: None

This course provides students with an overview of the earth's physical environments. Topics include the structure of the planet, population growth, energy resources, groundwater contamination, the greenhouse effect, toxic waste disposal, and land use management.

GEN112 – College English

5 Credits

Prerequisite: None

This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. The focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

GEN112 – Fundamentals of Speech

5 Credits

Prerequisite: None

The course covers the principles and practices basic to all areas of oral communication.

GEN113 – Fundamentals of Oral Communication

5 Credits

Prerequisite: None

This course is an introduction on the basic principles, methods and theories of oral communications. The student will practice speaking and listening skills that can help promote professional career opportunities and workplace relationships.

GEN122 – Verbal Communications

5 Credits

Prerequisite: None

This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective research, writing and organization; and adapt methods of delivery for diverse audiences and contexts.

GEN122 – Applied Math

5 Credits

Prerequisite: None

Applied Math is designed to provide students with a clear understanding of the essentials of mathematics, whole numbers, fractions, decimals, ratio and proportion, percent's, applications for business and consumers, statistics, and probability, U.S., customary and metric systems of measurement and rational numbers. The course also provides students with an introduction to yield percent, costing, recipe costing, and recipe size conversion.



GEN132 – English Composition

5 Credits

Prerequisite: None

This class examines the use of language. Students are exposed to public speaking, writing, and reading for comprehension, discussion and critical evaluation. English Composition is designed to prepare students to express themselves with professionalism and confidence.

GEN132 – College Mathematics

5 Credits

Prerequisite: None

Students will have the opportunity to investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics as well as its creative and imaginative side. The focus of the course is on mathematical reasoning and the solving of real-life problems. Topics included will be chosen from, but not limited to, the following: collection, representation and presentation of data and graphs, ratios and proportions, linear behavior, production.

GEN133 – Written Communication

5 Credits

Prerequisite: None

This course emphasizes clear and effective writing, concentrating on basic grammar, spelling, sentence structure, and punctuation. Students will be exposed to the effective use of reference tools and generally acceptable methods of referencing sources. Students will have the opportunity to practice these skills through written exercises and assignments.

GEN142 – Introduction to Psychology

5 Credits

Prerequisite: None

This course provides a general overview of the science of psychology and human behavior. Students will explore the fundamentals of critical thinking, the human mind, effects of environment and mental health. Specific topics covered include theories of personality, life-span development, sensation and perception, thinking and intelligence, memory and learning, emotion, stress and health.

GEN142 - Psychology

5 Credits

Prerequisite: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

GEN152 – Environmental Science

5 Credits

Prerequisite: None

This course evaluates the effects of humans on the Earth's ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, allocation of natural resources, alternative forms of energy, legislation and citizen action.

HUM1101 – Culinary History

5 Credits

Prerequisite: None

This course is a foundation course in Culinary History. In this course, students are provided an overview of the cultural aspects of food, the societal influences and origins of culinary traditions, dietary patterns, and influence of food in ethnic groups and societies. They will also trace the emergence of the role of the Chef through history.

HUM100 – Introduction to Humanities

5 Credits

Prerequisite: None

This course is designed to provide students with a comprehensive overview of the humanities. The emphasis of this class will be the examination of the major dimensions of art, literature, music and theater from the classical period to modern times as well as taking a critical and analytical look at enduring philosophical and religious themes from Eastern and Western perspectives.

HUM313 – Food Culture and Ethnic Identity

5 Credits

Prerequisite: None

This course is designed to provide students the opportunity to enhance their understanding of food and culture. Throughout history, humans have structured their lives around the search for food. Food is a powerful dimension in our consciousness as human beings and is one of the most distinctive expressions of an ethnic group or culture.

LAH2020 – History of Latin America

5 Credits

Prerequisite: None

This course looks at Latin American History from the pre-conquest to the 21st century. This will include the colonial, economic, and political impact upon its people and its development.

LIT215 – Topics in Literature

5 Credits

Prerequisite: None

This course will examine modern short stories, poems, plays, and film adaptations selected to reflect recurring universal themes. Readings will highlight key literary terms and conventions. The course will provide the opportunity for students to read, write, and discuss the impact of literature on their lives.

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LIT225 – Topics in Literature

5 Credits

Prerequisite: None

Students will read and respond to works of literature by significant twentieth-century American writers, gain an appreciation of literature as an art form, and learn to evaluate literary works. In addition, students will apply techniques of literary criticism to popular art forms, such as film and song lyrics.

MAC1105 – College Math

5 Credits

Prerequisite: None

In this course, students will have the opportunity to develop the ability to solve a variety of problems through the use of mathematical structures including algebra, geometry, and statistical analysis.

MAT100 – College Math

5 Credits

Prerequisite: None

This course teaches and reinforces basic mathematic skills and concepts utilized in everyday life. Topics include calculation of percentages, ratios and proportions and an introduction to algebra. Practical examples and problem-solving exercises are utilized to reinforce information discussed

MAT122 – Culinary Math

5 Credits

Prerequisite: None

This course introduces the culinary professional to the basics of math and how it is applied to real-world situations in the kitchen. Even with today's reliance on technology, it is important for culinary professionals to understand the underlying mathematics. This course helps students in the culinary arts obtain the math knowledge they need to succeed in areas such as conversions, measuring, and basic costing.

MAT1150 – College Math

5 Credits

Prerequisite: None

This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn basic mathematical systems, work with edible portion quantities and as purchased quantities, edible portion costs vs. as purchased costs, yield percentages, and determining selling prices as they relate to the culinary industry.

MTH115 – General Education Mathematics

5 Credits

Prerequisite: None

This course will investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics, as well as its creative, investigative and imaginative side. The focus of the course is on mathematical reasoning and solving of real-life problems. Topics included will be chosen from, but not limited to, the following: linear programming, finance, and statistics.

MTH123 – College Math

5 Credits

Prerequisite: None

This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn mathematical systems, work with sets of numbers, and solve problems through logic.

MTH135 – College Mathematics

5 Credits

Prerequisite: None

An exploration of the fundamental concepts and applications of algebra. Topics include linear and quadratic equations, inequalities, modeling; the Cartesian plane and graphing; functions and their graphs, polynomial functions, and systems of equations and inequalities.

POL200 – Introduction to American and Nevada Politics

5 Credits

Prerequisite: None

This course provides a survey of the U.S., state, and local governments with attention to the unique aspects of Nevada government and politics. Students can learn about the origin, history, provisions, and principles of the Constitution of the U.S. and the constitution of the State of Nevada. This course satisfies the U.S. and Nevada Constitution requirement for the State of Nevada.

POL473 – Politics, Law, and Society

5 Credits

Prerequisite: None

This course examines the interrelatedness of politics, law and society, with a focus on public opinion, legislation and regulations, and the influence of mass media on decision-making processes.

PSY105 – Psychology

5 Credits

Prerequisite: None

This course provides a general overview of the science of psychology and human behavior. Topics covered include the fundamentals of critical thinking, the human mind, effects of environment, and mental health.

PSY110 – Social Psychology

5 Credits

Prerequisite: None

This course examines the social factors that influence individual and group behavior; with a focus on attitude formation and development, social cognition and perception, interpersonal relations, social influences, and conformity.

**PSY142 – Psychology****5 Credits****Prerequisite: None**

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

PSY201 – Aspects of Psychology**5 Credits****Prerequisite: None**

This course is an introduction to the field of psychology, its basic concepts, theories, and contributions to the understanding of human behavior including motivation, team work, conflict resolution, stress management, and personality types.

PSY2101 – Introduction to Psychology**5 Credits****Prerequisite: None**

This class is a foundational course designed to give the student a basic understanding of the psychology of human behavior. The student will be given exposure to the concepts, terminology, principles, and theories that comprise an introductory course in psychology. Topics covered are to synthesize the broad range of knowledge about psychology, to emphasize research methodology, to encourage critical thinking, and to convey a multicultural approach that respects human diversity and individual differences.

PSY313 – Organizational Psychology**5 Credits****Prerequisite: None**

This course examines psychological issues associated with organizational structures and processes. Topics include human relations and interaction, communication, motivation, ethical and moral behavior, hierarchies, leadership, and role definition within organizations.

SCI1200 – Food Science and Safety**3 Credits****Prerequisite: None**

This course covers the principles of safe food handling, the three types of hazards, and the most common causes of foodborne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent foodborne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

SCI1230 – Nutrition**3 Credits****Prerequisite: None**

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

SOC413 – Beliefs, Attitudes, and Ideologies**5 Credits****Prerequisite: None**

This course examines the formation, adaptation, maintenance, and function of attitudes and beliefs. The course explores a variety of decision-making processes, assumptions, opinions, judgments, and ideologies are analyzed to determine their relation to individual and group behavior and identity.

SPC2600 – Public Speaking**5 Credits****Prerequisite: None**

This course presents principles and theories of effective speech communication. Students will practice speech communication and presentation techniques; investigate elements of effective research, writing, and organization; and adapt methods of delivery and debate for diverse audiences and contexts.

STAT303 – Statistics**5 Credits****Prerequisite: None**

This course examines the role of statistics in many aspects of everyday life. The course explores a variety of real examples and uses case studies to build a better understanding of statistical analysis.

SYG2600 – Cultural Diversity**5 Credits****Prerequisite: None**

This course involves the study of society, social behavior, human interaction, and cultural patterns. Topics include the analysis of social conflict, the structure and function of institutions, the dynamics of individual and group interactions, and social stratification and diversity.

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ADMISSIONS INFORMATION

ADMISSIONS POLICY

Students should apply for admission as soon as possible in order to be accepted for a specific program and start date.

All applicants are required to complete a personal interview with an admissions representative, either in person or by telephone, depending upon the distance from the school. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment into the program.

For the Le Cordon Bleu campuses in:

Atlanta, Las Vegas, Miami, Orlando, Portland, Scottsdale, Seattle, St. Louis

In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three (3) business days of the school's receipt of the application and fee)
The school reserves the right to reject

applicants if the items listed above are not successfully completed.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application as per the State of California cancellation policy)
The school reserves the right to reject applicants if the items listed above are not successfully completed.

For the Le Cordon Bleu campus in: Minneapolis/St. Paul

In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.

- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three [3] business days of the school's receipt of the application and fee)
- Copy of his/her immunization record.

For online programs offered through the Le Cordon Bleu campus in: Scottsdale Bachelor's Completion Program Requirements

- Complete an Application for Admissions form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, the enrollment agreement must also be signed by a parent or guardian).
- A copy of official transcripts before matriculation that must show the student has earned an Associate or higher-level degree from an accredited postsecondary educational institution, recognized by the U.S. Department of Education (or the foreign equivalent), and that the degree granted is in a culinary related field of study. A student must have taken 10 Quarter Credits of academic general education at an accredited postsecondary educational institution, recognized by the U.S. Department of Education that includes courses in written and oral communications or proficiency exam.
- Financial aid forms (if applicant wishes to apply for financial aid).
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three (3) days of the school's receipt of the application and fee).

An initial Application for Admission into our completion program must be accompanied by copies of all postsecondary academic transcripts for evaluation prior to receiving final acceptance into the program. Official transcripts must be requested to be sent to Le Cordon Bleu College of Culinary Arts at the time of application and received prior to matriculation into the program. The following culinary related Associate degree programs are deemed appropriate for acceptance into the Bachelor's Completion Program:

- Culinary Arts
- Pâtisserie and Baking
- Restaurant Management
- Culinary Arts and Restaurant Ownership
- Culinary Arts – Culinary Skills and other related culinary arts specific programs as deemed appropriate by the institution.

Le Cordon Bleu Culinary Operations Associate Program Requirements

The associate degree programs are limited to graduates of a Le Cordon Bleu Certificate in Culinary Arts who have earned a GPA of 2.0 or higher per course. Applicants to associate degree programs, who believe they have earned an equivalent degree, must submit official transcripts to the school's Associate Registrar and will be reviewed by the Director of Education for evaluation and eligibility decision. A student who has earned a grade below 2.0 in a pre-requisite course will need to be enrolled and complete an equivalent course earning a course grade of 2.0 or higher prior to enrollment into an associate degree program.

APPLICATION FEE WAIVER POLICY

Application fees are waived under the following circumstances:

- For prospective students who have previously paid an application fee at a Career Education owned school and that fee was not refunded;
- For a prior graduate from any Career Education Corporation owned school;

- For a prospective student who is active duty military, a veteran, a reservist or a spouse or dependent of any of the former;
- For all CEC employees, spouses and dependents enrolling as a Le Cordon Bleu North America student;
- For a prospective student who is eligible for Native American tribal education benefits;
- For a prospective student who will be attending with state TA funding assistance. (For Le Cordon Bleu St. Louis only)
- For prospective students qualified to receive the Corporate Alliance Grant.
- For a prospective student who is a high school student on free or reduced lunch (For Le Cordon Bleu Minneapolis/ St. Paul only)

PROOF OF HIGH SCHOOL GRADUATION FOR LE CORDON BLEU CAMPUSES IN: LAS VEGAS, LOS ANGELES, MIAMI, SACRAMENTO, SAN FRANCISCO AND SCOTTSDALE

Acceptable documentation of high school graduation (called Proof of Graduation) must be received by the institution prior to the first day of the student's first scheduled class(es). It is the student's responsibility to provide acceptable documentation of high school graduation or its equivalency. Students may be asked to provide additional documentation to support the validity of their Proof of Graduation. Any student who does not provide documentation of high school graduation or its equivalent will have his or her enrollment cancelled. Once a student's enrollment is cancelled, he or she will not receive credit for any academic work submitted or grades earned prior to the cancellation. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.

PROOF OF HIGH SCHOOL GRADUATION FOR LE CORDON BLEU CAMPUSES IN: ATLANTA, MINNEAPOLIS /ST. PAUL, ORLANDO, PORTLAND, SEATTLE AND ST. LOUIS

Acceptable documentation of high school graduation (known as Proof of Graduation) must be received by the institution within 14 calendar days of his or her first day of scheduled class(es). It is the student's responsibility to provide valid documentation of high school graduation or its equivalency, such as by providing a high school transcript, a college transcript (for students who have already completed an associate degree) or military documents that specify the student's high school name, location and date of graduation. Students who do not possess valid evidence of high school graduation, or its equivalence, may complete a High School Transcript Request form, which can be obtained from the Admissions Department and must be returned to the Admissions Department. Students may be asked to provide additional documentation to validate their Proof of Graduation. Any student who does not provide valid documentation of high school graduation, or its equivalent, will have his or her enrollment cancelled. Once a student's enrollment is cancelled, he or she will not receive credit for any academic work submitted or grades earned prior to the cancellation. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.

WONDERLIC EXAM

Applicants applying to Le Cordon Bleu College of Culinary Arts must take the Wonderlic® Scholastic Level Exam (SLE). Students applying from outside the campus' region who are not available for immediate onsite testing may be required to take the Wonderlic® Scholastic Level Exam Quick test (SLE-Q).

Those applying to a certificate/diploma program, who have earned an associate degree or higher from an accredited institution recognized by the U.S. Department of Education, and have provided official copies

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of their transcripts, will be exempt from taking the Wonderlic® exam. Those applying to an associate degree program, who have earned a bachelor degree or higher from an accredited institution recognized by the U.S. Department of Education and have provided official copies of transcripts, will be exempt from taking the Wonderlic® exam. International students are exempt from taking the Wonderlic® Exam

ARTICULATION AGREEMENTS

For the Le Cordon Bleu College of Culinary Arts campuses in Los Angeles and San Francisco

An Articulation Agreement exists between these campuses and Le Cordon Bleu College of Culinary Arts in Scottsdale. This agreement is a collaboration between the Associate of Occupational Studies Degree in Culinary Arts offered by Le Cordon Bleu College of Culinary Arts in Los Angeles and San Francisco into the Bachelor of Arts in Le Cordon Bleu Culinary Management at Le Cordon Bleu College of Culinary Arts in Scottsdale.

Le Cordon Bleu College of Culinary Arts in Sacramento

Le Cordon Bleu College of Culinary Arts in Sacramento has not entered into an articulation or transfer agreement with any other college or university.

All Other Campuses

Details pertaining to Articulation Agreements for all other campus locations are located on the Le Cordon Bleu website.

CRIMINAL CONVICTION POLICY

In an effort to maintain a safe educational and working environment for students and staff, Le Cordon Bleu College of Culinary Arts does not accept applicants who are known to have certain types of criminal convictions in their backgrounds. Admitted students who are discovered to have misrepresented their criminal conviction history to Le Cordon Bleu College of Culinary Arts are subject to immediate dismissal. Similarly, students who commit certain types of crimes

while enrolled are subject to immediate dismissal. As such, students convicted of any criminal offense while enrolled must report that conviction to the school within ten (10) days of receiving the conviction. Students who fail to report a criminal conviction while enrolled are subject to immediate dismissal. Le Cordon Bleu College of Culinary Arts reserves the right to conduct criminal background checks on applicants and students in circumstances deemed appropriate.

ENGLISH PROFICIENCY

Le Cordon Bleu College of Culinary Arts does not provide English-as-a-second language instruction. Students are required to speak English in classes that are taught in English. Students whose native language is not English are required to provide proof of English proficiency by one of the following:

- Test of English as a Foreign Language (TOEFL) with an Internet-Based Test (iBT) score of 61 or higher, Paper-Based Test score of 500 or higher, or Computer-Based Test (CBT) score of 173.
- Advance Placement International English Language (APIEL) with a score of 173 or higher.
- International English Language Testing System (IELTS) with a level of 6 or higher.
- A grade of C or better in an intermediate ESL course.
- Graduation from an English-speaking secondary institution.
- Evidence of having completed 12 semester hours or 18 quarter hours with at least a 'C' (70%) average at an accredited postsecondary institution in which English was the language of instruction.

Students or Graduates who have been previously enrolled in a Le Cordon Bleu Spanish program who chose to transfer to a non-Spanish program will need to meet the English Proficiency requirements.

ADMISSIONS PROCEDURES FOR INTERNATIONAL STUDENTS

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, San Francisco and Scottsdale

International students who are eligible for the issuance of an I-20 may enroll directly into an Associate degree at the Non-Resident tuition and fee level. International students are exempt from taking the Wonderlic® Exam. No English language services are provided by the school. Instruction is conducted in English.

Le Cordon Bleu College of Culinary Arts in Sacramento, Seattle and St. Louis

No assistance is offered by the school with regard to applying for a visa and charges incurred related to this process are the responsibility of the applicant. The school is not authorized under federal law to enroll non-immigrant students. No English language services are provided by the school. Instruction is conducted in English.

NON-DISCRIMINATION

The school admits students without regard to race, gender, sexual orientation, religion, creed, color, national origin, ancestry, marital status, age, disability, or any other factor prohibited by law.

RE-ENTERING STUDENTS

Students who have previously attended Le Cordon Bleu College of Culinary Arts but did not graduate, and are returning within 364 days of their last date of attendance, at a minimum will be subject to the following admission requirements and procedures as new applicants: Enrollment Agreement, General Student Disclosure Form, Programmatic Disclosure Form (as applicable), Background check and be required to take the Wonderlic SLE or SLE-Q exam. Payment of the application fee is not required. Additional Financial Aid forms may also be required for those wishing to apply for financial aid. Students planning to return to the institution in a program of study that is different from the



one they previously attended may be subject to additional admissions requirements.

Students who have previously attended Le Cordon Bleu College of Culinary Arts but did not graduate, and whose recorded last date of attendance is greater than 364 days, are subject to all admission requirements in effect at the time of re-entry. All re-entering students will be charged the rate of tuition and fees in effect at the time of re-entry.

POLICY ON FORGED/ALTERED ACADEMIC DOCUMENTS FROM FOREIGN INSTITUTIONS

Foreign and Domestic Documents

Le Cordon Bleu College of Culinary Arts follows strict policies concerning academic integrity. Students with foreign educational credentials must submit authentic foreign academic documents from all upper-secondary and postsecondary educational institutions. Foreign educational credentials will be verified through an approved foreign credential evaluation agency. Foreign credentials will be evaluated to ensure they are equivalent to a high school diploma.

Forged Documents

Any forged/altered academic document, foreign or domestic, submitted by a prospective student will be retained as property of the school and will not be returned to the prospective student. These students will not be considered for admission. If the situation occurs that a student is already attending classes at Le Cordon Bleu College of Culinary Arts and verification of forged credentials arrives, the following applies: If the forged document was used to admit the student, and the absence of that credential would make the student inadmissible, the student will be dismissed from the institution. If the forged document was not used to admit the student, but was used to gain possible transfer credit, the student may be dismissed from school or placed on probation and any transfer credit already awarded from the forged credential will be taken away.

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FINANCIAL INFORMATION

FINANCIAL ASSISTANCE

Financial Aid is available for those who qualify. Le Cordon Bleu College of Culinary Arts participates in a variety of financial aid programs for the benefit of students. Students must meet the eligibility requirements of these programs in order to participate. Le Cordon Bleu College of Culinary Arts administers financial aid programs in accordance with prevailing federal and state laws and its own institutional policies. Students are responsible for providing all requested documentation in a timely manner. Failure to do so could jeopardize the student's financial aid eligibility. In order to remain eligible for financial aid, students must maintain satisfactory academic progress as defined in this catalog.

It is recommended that students apply for financial aid as early as possible in order to allow sufficient time for application processing. Financial aid must be approved, and all necessary documentation completed, before the aid can be applied toward tuition and fees. Financial aid is awarded on an award year basis; therefore, depending on the length of the program it may be necessary to re-apply for aid for each award year. Students may have to apply for financial aid more than once during the calendar year, depending on their date of enrollment. Students who need additional information and guidance should contact the Financial Aid Office.

HOW TO APPLY

Students who want to apply for federal aid (and state aid, if applicable) must complete a Free Application for Federal Student Aid (FAFSA) each year. This application is available on-line at Le Cordon Bleu College of Culinary Arts' website (www.chefs.edu) or at <http://fafsa.ed.gov>. The FAFSA applications are processed through the Department of Education and all information is confidential. Students must be accepted at Le Cordon Bleu College of Culinary Arts before financial aid packages can be estimated and processed.

In addition to the catalog, tuition and fee information can also be found on the Le Cordon Bleu website.

DISBURSEMENT OF TITLE IV CREDIT BALANCE (BOOKS)

Regulations require that certain Pell Grant eligible students be provided by the 7th day of classes a means to obtain or purchase required books and supplies. This provision is available only to students who have submitted all required title IV financial aid paperwork at least 10 days before the beginning of classes and who are anticipated to have a credit balance, and is subject to certain other conditions. The amount advanced (or books provided) to eligible students for such purchases is the lesser of: the standard estimated book costs used in the school's Cost of Attendance, or the student's anticipated Title IV credit balance for the block/ module (excluding Stafford Loans for first year- first time borrowers). Determination of delivery of books or of the credit balance is determined by the school. Students may opt out of using the way the school has chosen to fulfill this requirement, simply not accepting the books or credit balance. However, keep in mind that opting out does not require the school to provide the student with an alternative delivery method. Books and supplies are billed to the student's account each payment period. Books, kits, and uniforms are provided by the second day of class to registered students who have submitted all required FA paperwork.

FINANCIAL AID PROGRAMS

Federal Pell Grant

This grant program is designed to assist needy undergraduate students who desire to continue their education beyond high school. Every student is entitled to apply for a Federal Pell Grant. Eligibility is determined by a standard federal formula, which takes into consideration family size, income and resources to determine need. The actual amount of the award is based upon the cost

of attendance, enrollment status, and the amount of money appropriated by Congress to fund the program. The Federal Pell Grant makes it possible to provide a foundation of financial aid to help defray the cost of a postsecondary education. Unlike loans, the Federal Pell Grant does not usually have to be paid back.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a grant program for undergraduate students with exceptional need with priority given to students with Federal Pell Grant eligibility. The federal government allocates FSEOG funds to participating schools. This is a limited pool of funds and the school will determine to whom and how much it will award based on federal guidelines. Often, due to limited funding, FSEOG award resources are exhausted early in the year.

LOANS

Federal Student and Parent Loans

The Department's major form of self-help aid includes loans to students and parents through the William D. Ford Federal Direct Loan (Direct Loan) Program. Direct Loans include Federal Stafford, Federal Parent-PLUS, Federal Grad- PLUS and Federal Consolidation Loans and are available through the U.S. Government.

Federal Direct Stafford

Federal Direct Stafford loans are low-interest loans that are made to the student. The loan must be used to pay for direct (tuition and fees, books and supplies) and indirect (room, board, transportation and personal expenses) education related expenses. Subsidized loans are based on need while unsubsidized loans are not. Repayment begins six (6) months after the student graduates, withdraws from school, or falls below half-time enrollment status.



Federal Direct Parent-PLUS

The William D. Ford Federal Direct Parent -PLUS loan is available to parents of dependent undergraduate students. These loans are not based on need but when combined with other resources, cannot exceed the student's cost of education. A credit check on the parent borrower is required and either or both parents may borrow through this program. Repayment begins within 60 days of final disbursement of the loan within a loan period. However, parents may request a deferment of payments while the student is attending at least half time.

Federal Work Study (FWS)

FWS is a financial aid program designed to assist students in meeting the cost of their education by working part-time while attending school. Positions may either be on-campus, off-campus, or community service related. A candidate must demonstrate financial need to be awarded FWS. The number of positions available may be limited depending upon the institution's annual funding allocation from the federal government.

Private Loans

Some lending institutions offer loans to help cover the gap between the cost of education and the amount of federal aid eligibility. A co-signer may be required to meet the program's credit criteria. Interest rates are variable and are typically based on the prime rate or the Treasury bill rate. Contact the specific lender for more information.

STATE GRANTS/STATE SCHOLARSHIPS

Chafee Grant

The California Chafee Grant Program gives free money to foster youth and former foster youth to use for vocational school training or college courses.

For the Le Cordon Bleu campuses in: Miami, Orlando State Grants

These grants, administered by the Florida State Department of Higher Education, provide financial assistance to qualified students who reside in Florida. These grants are based on

the student's estimated family contribution and the availability of state funds.

José Martí Scholarship Challenge Grant Fund

The José Martí Scholarship Challenge Grant Fund is a need-based merit scholarship that provides financial assistance to eligible students of Hispanic origin who will attend Florida public or eligible private institutions. Applicants for undergraduate study must apply during their senior year of high school. Graduate students may apply, but priority for the scholarships is given to graduating high school seniors. The number of new awards made each year is subject to contributions from private sources and funds appropriated by the Florida Legislature.

Robert C. Byrd Honors Scholarship Program

The Robert C. Byrd Honors Scholarship Program was established by the United States Congress to provide scholarships to outstanding high school seniors who show promise of continued academic achievement. This program is offered through the U.S. Department of Education and administered by the Florida Department of Education (FDOE), Office of Student Financial Assistance (OSFA). Program funds may be used at eligible institutions outside the state of Florida.

Florida Student Assistance Grant Program

The Florida Student Assistance Grant (FSAG) Program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions.

- The Florida Public Student Assistance Grant is available to students who attend state universities and public community colleges.
- The Florida Private Student Assistance Grant is available to students who attend eligible private, non-profit, four-year colleges and universities.
- The Florida Postsecondary Student Assistance Grant is available to students

who attend eligible degree-granting private colleges and universities not eligible under the Florida Private Student Assistance Grant.

- The Florida Public Postsecondary Career Education Student Assistance Grant is available to students who attend participating community colleges or career centers operated by district school boards.

See the separate fact sheet for additional information. FSAG is a decentralized program, and each participating institution determines application procedures, deadlines, student eligibility, and award amounts.

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships to reward Florida high school graduates for high academic achievement. The Florida Bright Futures Scholarship Program is comprised of the following three (3) awards:

- Florida Academic Scholars Award (FAS) (including Academic Top Scholars)
- Florida Medallion Scholars Award (FMS)
- Florida Gold Seal Vocational Scholars Award (GSV)

Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members

The Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members (CSDDV) provides scholarships for dependent children or unremarried spouses of Florida veterans or service members who died as a result of service-connected injuries, diseases, or disabilities sustained while on active duty or who have been verified by the Florida Department of Veterans' Affairs as having service-connected 100% total and permanent disabilities. This program also provides funds for dependent children whose parent is classified as a prisoner of war or missing in action by the Armed Forces of the United States or as a civilian personnel captured while serving with the consent or authorization of the United States Government during wartime service. Veterans

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must have been Florida residents for one year immediately preceding time of death, determination of 100% disability, or prisoner of war/missing in action classification. This program provides funds for tuition and registration fees at a public postsecondary institution or the equivalent at an eligible private postsecondary institution.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Minnesota State Grant

This grant program, administered by the Minnesota Office of Higher Education, provides financial assistance to qualified students who reside in Minnesota. Funding is based on availability of state funds.

Le Cordon Bleu College of Culinary Arts in Portland

State Student Scholarships/Grants

For information concerning available scholarships and grants in their State of residence, students can contact the Federal Student Aid Information center at (800)4FEDAID or via the web at <http://federalstudentaid.ed.gov/students>. For a detailed list of available private scholarships, students should contact the Student Finance Department.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Arizona Private School Association Scholarship

Each spring, the Arizona Private School Association awards two \$1000 Scholarships to every High School in Arizona. The Arizona Private School Association has awarded 100+ scholarships yearly to local high schools. Applications for scholarships are available from the APSA office or any high school counseling office. Scholarships are for graduating students from Arizona and the high school determines the recipients of the Awards.

BLEU GRANT

Le Cordon Bleu offers institutional grants to students who have financial need, as determined by the federally calculated Expected Family Contribution (EFC), and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking.

Grants range from \$50 to \$9,010.

Criteria are as follows:

- The BLEU Grant is renewable per academic year.
- Students will be considered upon completion of the admissions application process and the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
- The BLEU Grant does not supplant the student's eligibility for Pell Grant.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If a student receives supplemental funding after the BLEU Grant has been awarded, the BLEU grant may be reduced based off of need calculations.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, \$6,900,000 has been budgeted for the BLEU Grant.

Le Cordon Bleu Corporate Educational Alliance Grant

Le Cordon Bleu has established a grant* in the name of its Corporate Educational Alliances in order to assist eligible students and their immediate family members** with the opportunity to attend a certificate, diploma or degree program of study at Le Cordon Bleu. To be eligible for the Corporate Educational Alliances Grant, a candidate must be accepted for admission to the College, complete the Corporate Educational Alliances Attestation form and must also allow for verification of eligibility. Verification of eligibility may require the student to submit documentation of proof of employment with the corporation.

The conditions are as follows:

- The Corporate Educational Alliances Grant is used exclusively towards tuition.
- The grant is awarded proportionately over each applicable academic year and the grant percentage will be applied to the academic year tuition costs.
- Qualifying students must be an employee of the corporate educational alliance member or an employee's immediate family member**.
- Candidates must apply and be accepted for admission to the College to be eligible to receive the grant.
- All grants are applied as a credit to the student's account and no cash payments will be awarded to the student.
- Students selected for employment verification must provide documentation before the grant is applied. Documentation must show the effective date of employment, and be submitted prior to the first day of class.
- All of the conditions must be fulfilled before the grant can be disbursed.

The grant is non-transferable and non-substitutable and this grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct costs of attendance and cannot be received as cash.



*Please note that grant percentages may vary (ranging anywhere from 5% - 20% of the tuition costs) by Corporate Educational Alliance. Please contact the Financial Aid Office to determine the exact grant percentage for which you may qualify.

** Immediate family members: Spouse (life partner) or dependent children only. Siblings, cousins, etc. are not considered an immediate family member.

Note: *The Corporate Educational Alliances Grant funding is limited. For 2014, \$172,500 has been budgeted for the Corporate Educational Alliances Grant. If funding for the Educational Alliances Grant is exhausted, otherwise eligible students may not be awarded the grant.*

COMPLETION GRANT

(For Seattle, St. Louis and Sacramento only)

Le Cordon Bleu understands that "life" can sometimes get in the way of students completing their education. Unfortunately, each year unforeseen circumstances and other external factors compel students to suspend their educational pursuits and to drop out of school. Le Cordon Bleu also recognizes that the longer a student is out of school after dropping a program, the more challenges they may face in returning to complete their program of study and the more difficult completing the program becomes. To assist and encourage students that have been out of school longer than a year after having successfully completed four (4) credits during a previous enrollment at Le Cordon Bleu, Le Cordon Bleu has created the Completion Grant. This institutional grant is available to eligible students who have been previously enrolled at Le Cordon Bleu and wish to re-enroll to complete their credential. Specific grant awards will be based on financial need, as determined by the federally calculated Expected Family Contribution (EFC), and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking. The Expected Family Contribution

(EFC) is calculated by the U.S. Department of Education based on information obtained through the Free Application for Federal Student Aid (FAFSA). Grants range from \$1000 to \$6,000.

Criteria are as follows:

- The Completion Grant is awarded one time and is not renewable per academic year.
- Students will be considered for this grant upon completion of the re-entry process and the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
- The Completion Grant does not supplant the student's eligibility for Pell Grant.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If a student receives supplemental funding after the Completion Grant has been awarded, the Completion Grant may be reduced to ensure that grant aid awarded does not exceed the cost of tuition and fees.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as a cash stipend.
- Students are eligible for the Completion Grant if they have previously attended Le Cordon Bleu, but last attended the institution at least 365 days prior to re-enrollment.
- Students are eligible for the Completion Grant if they have a GPA of 2.0 or above while they were in attendance and have completed at least 4 credits.

Le Cordon Bleu makes available a limited amount of funding each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, \$6,900,000 has been budgeted for the Completion Grant.

LE CORDON BLEU SCHOLARSHIPS

All applicants of the following scholarships must be enrolled full-time.

Alumni Referral Scholarship – All Schools

Le Cordon Bleu offers the Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of Le Cordon Bleu. Each eligible applicant will be eligible for the scholarship up to \$1,000. Students will be considered for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter.

Criteria are as follows:

- Applications are due by the end of the add/drop period for the student's enrolled start date.
- The scholarship will be awarded over the length of the program.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Alumni Referral Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$150,000 has been budgeted for the Alumni Referral Scholarship.

Best of the Best Scholarship – All Schools

Le Cordon Bleu offers the Best of the Best Scholarships to students who graduate high school or college with a GPA of 3.5 or higher. Each eligible applicant will be eligible for the scholarship up to \$1,500. Students will be considered for the Best of the Best Scholarship once they have completed the admissions

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application process and have submitted the Best of the Best Scholarship application and their high school/college transcript.

Criteria are as follows:

- Applications are due by the end of the add/drop period for the student's enrolled start date.
- The scholarship will be awarded over the length of the program.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Best of the Best Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$150,000 has been budgeted for the Best of the Best Scholarship.

Life Long Learning Scholarship – All Schools

Le Cordon Bleu offers the Lifelong Learning Scholarship to Le Cordon Bleu graduates pursuing continued education at Le Cordon Bleu. The scholarship will be applied against future tuition charge at Le Cordon Bleu.

Certificate/Diploma Graduates

- Pursuing additional certificate/diploma – eligible for \$500
- Pursuing associates degree – eligible for \$1000

Associate Graduates

- Pursuing additional certificate/diploma – eligible for \$500
- Pursuing additional associates or Le Cordon Bleu Online bachelors degree – eligible for \$1000

Criteria are as follows:

- Student must successfully complete and earn 18 credits in their additional program prior to disbursement of the scholarship. The scholarship will be awarded and disbursed in full at that time.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Life Long Learning Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$300,000 has been budgeted for the Life Long Learning Scholarship.

Le Cordon Bleu Tuition Reimbursement/ Employer Match Scholarship – All Schools

Le Cordon Bleu offers a matching scholarship to students who's employers participate in a tuition reimbursement program. We are committed to our employers who see the value of an education for their employees. This scholarship is available to students who enroll at Le Cordon Bleu and are receiving tuition assistance from their employer. The scholarship will match the employer assistance, not to exceed \$2,500 for the program. Eligible students must present formal documentation from their employer and signed attestation paperwork confirming their employment and receipt of tuition assistance.

Conditions of the Tuition Reimbursement/ Employer Match Scholarship are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his

or her choice and meet all admissions and eligibility requirements.

- Student must confirm employment and written confirmation from their employer that they are approved to receive tuition reimbursement funds for their program of enrollment. Employer must provide program information including the timing of disbursements in order for matching funds to be scheduled. Matching funds will be prorated over the length of the program only after employer funds are received.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the Tuition Reimbursement/Employer Match Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the Tuition Reimbursement/ Employer Match Scholarship.

The Le Cordon Bleu Future Chef of America Competition Scholarship – All Schools

Le Cordon Bleu offers The Future Chef of America Competition Scholarship. High School Seniors may become eligible for the scholarship as outlined in the program rules and requirements.

SCHOLARSHIP AWARDS

Local/Regional Competitions

High School Seniors may submit an essay on "Why they want to become the next Future Chef of America" and must complete



all application requirements prior to the established due dates. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials.

First Place - \$5,000

Second Place - \$2,000

Third Place - \$1,000

All other local/regional completion participants not placing 1st, 2nd, or 3rd, will receive a \$500 Scholarship to be applied toward tuition at any Le Cordon Bleu campus within the United States.

National Competition

The 1st place recipient at each local/regional competition will be invited to participate in a final national competition at a Le Cordon Bleu campus in the United States. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials. Travel expenses will not be covered by Le Cordon Bleu.

First Place - Up to tuition equivalent of an Online Bachelor Degree*

Second Place - Up to tuition equivalent of Associate degree

Third Place - Up to tuition equivalent of Certificate/Diploma

Criteria are as follows:

- Student must enroll and begin the program of study at the Le Cordon Bleu campus of their choice in the United States within one calendar year from the date of the award. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.

- The scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- If the recipient of a local/regional competition level scholarship competes and places in the national competition, any scholarship amount received at the local/regional competitions will be void.

* Up to tuition equivalent of Associate degree for Arkansas and Minnesota residents.

LE CORDON BLEU MILITARY GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Military Grant** for our Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their military status via a current Leave and Earnings Statement, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

Qualifying candidates are Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military.

- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- The grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.

- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded. All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veterans' Grant** for our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are Veterans of the U.S. Military who have a discharge status other than dishonorable.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.

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- The Le Cordon Bleu Veteran Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN SPOUSES GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veteran Spouses Grant** for spouses of our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their spouse's veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or

visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are spouses of Veterans of the U.S. military.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- Candidates selected for membership verification must provide documentation before the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee.
- The Le Cordon Bleu Veteran Spouse's Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

VETERANS' EDUCATIONAL BENEFITS

Le Cordon Bleu College of Culinary Arts is approved by the applicable State Approving Agency for Veterans Affairs and participates in many Veterans Educational Benefit programs. Students interested in Veterans' Educational Benefits should contact either the

campus certifying official or the Financial Aid Department. Veterans who are unsure of their benefit eligibility or have additional eligibility questions should contact the Veterans Administration at (800) 827-1000, or (888) GI Bill-1 [(888)442-4551], or go to <http://www.gibill.va.gov/>. Eligible students must maintain satisfactory academic progress and all applicable eligibility requirements to continue receiving Veterans' Education Benefits.

Select programs of study at Le Cordon Bleu College of Culinary Arts are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10. USC.

Any veteran receiving GI Bill benefits while attending Le Cordon Bleu College of Culinary Arts is required to obtain transcripts from all previously attended schools and submit them to the College for review of prior credit.

CAREERS THROUGH CULINARY ARTS PROGRAMS (C-CAP)

Le Cordon Bleu offers Scholarships to students associated with the National C-CAP organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in a Certificate/ Diploma or Associates program offering at the Le Cordon Bleu school of enrollment.

COMPETITION SCHOLARSHIPS

Le Cordon Bleu offers the C-CAP Competition Scholarship to the designated winning students of the eight regional C-CAP competitions.

4 Full Tuition Scholarships for Certificate/ Diploma program valued at \$19,200 each.

4 Full Tuition Scholarships for Associates program valued at \$36,200 each.

Student Member Essay Contest

\$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.

Criteria are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the C-CAP award Ceremony. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an certificate/diploma or associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance.
- Student member essay contest scholarships may not be combined with competition scholarships.
- Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the C-CAP Student Member Essay Contest .

National Restaurant Association Educational Foundation – ProStart™

ProStart™ High school Completion Scholarship

Le Cordon Bleu offers a ProStart™ Completion Scholarship to high school graduates who have successfully completed Level 1 and Level 2 of the ProStart™ high school

curriculum. In addition Le Cordon Bleu offers a ProStart™ Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1, Level 2 and 400 externship hours approved by ProStart™ which will entitle them to the ProStart™ National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart™ Collegiate Passport Scholarship.

ProStart™ Level 1 & 2 Completion Scholarship – \$1,500

ProStart™ Collegiate Passport Scholarship – \$2,000

ProStart™ State and National Competition Scholarship

These scholarships are awarded by Le Cordon Bleu at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu in North America campus of their choice. Scholarship recipients must apply and begin their program of study within one year of receiving the award. ProStart students typically compete in teams of five. All five team members are awarded a scholarship in a predetermined amount.

State Level Competitions, the Scholarship Awarded is:

First Place - \$5,000 Scholarship

Second Place - \$2,500 Scholarship

Third Place - \$1,000 Scholarship

National Competition, the Scholarship Award is:

First Place - Full Tuition Scholarship, up to the tuition charge for an associates degree program or equal to tuition of certificate/ diploma program

Second Place - \$10,000 Scholarship

Third Place - \$7,500 Scholarship

Conditions of the ProStart™ Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the competition. Failure to do so will void the scholarship.
- Recipients of the competition scholarships must complete the standard application process and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the ProStart™ Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$100,000 has been budgeted for the ProStart™ High School Completion and Collegiate Passport Scholarships.

Family, Career and Community Leaders of America (FCCLA)

Le Cordon Bleu offers Scholarships to students associated with the National FCCLA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in an Associates program offering at the school of enrollment.

National Competition:

First Place - Full Tuition Scholarship for Associates program valued at \$36,200

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Student Member Essay Contest

\$2,000 Scholarship – Application, essay and proof of membership in the national student organization are required.

Conditions of the FCCLA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year from the date of the competition. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This Scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- Student member essay contest scholarships may not be combined with competition scholarships.
- The College makes available a limited amount of money each year for the FCCLA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the FCCLA Student Member Essay Competition.

Skills USA

Le Cordon Bleu offers Scholarships to students associated with the National Skills USA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in an Associates or a bachelors program offering at the school of enrollment.

Student Member Essay Contest

\$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.

Conditions of the Skills USA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the Skills USA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the Skills USA Student Member Essay Competition.

General High School Scholarship (ASSET Testing) – Le Cordon Bleu Atlanta Only

To be eligible, students must have a minimum 2.0 GPA, submit a recommendation from one teacher and be a high school senior in the Atlanta metropolitan area. Test Dates: Monthly from October through May. Call campus for details: (770) 938-4711. If students are not able to attend one of the Scholarship Day events, they can arrange to take the scholarship exam individually with the Enrollment Management Office. Testing must be completed prior to June 1st. The top scoring students from the Scholarship Tests (ASSET) will each receive a tuition scholarship valued at \$1,500 for enrollment at Le Cordon Bleu College of Culinary Arts. In the event of a tie, the Le Cordon Bleu College of Culinary Arts Academic Management Team will interview the top scoring students to determine a winner. For 2014, \$15,000 was budgeted for High School Scholarships (ASSET).

Criteria are as follows:

1. All scholarships are pro-rated equally over the length of the program and cannot be transferred to another individual or school or be received in cash.
2. The scholarship award must be activated by starting school at Le Cordon Bleu College of Culinary Arts within a period of three months following the announcement of scholarship recipients.
3. The names of scholarship recipients may be publicized and used in Le Cordon Bleu College of Culinary Arts informational publications.
4. All employees and immediate family members of Le Cordon Bleu College of Culinary Arts are not eligible to apply.
5. Prospective students of both programs at Le Cordon Bleu College of Culinary Arts in Atlanta are eligible to participate.
6. In order to maintain eligibility the student must:
 - a. Maintain full-time student status.



- b. Maintain satisfactory standards of academic progress throughout the program.
 - c. Maintain attendance in good standing throughout the program.
7. In the event that the student withdraws from the program, the college refund policy will not apply to the scholarship, in that the student will not receive a refund if the credit balance is due to the scholarship award.

LE CORDON BLEU COLLEGE OF CULINARY ARTS IN SCOTTSDALE TRIBAL FUNDING

Le Cordon Bleu College of Culinary Arts is approved for Native American Tribal Funding. Please contact the student Financial Services Office for additional information.

CANCELLATION POLICIES

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Cancellation Policy

A Student who cancels the Enrollment Agreement within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after signing the Enrollment Agreement will receive a refund of all monies paid. Students who have not visited the College facility prior to enrollment will have the opportunity to withdraw without penalty within 72 hours following attendance at a regularly scheduled orientation or following a tour of the College facilities and inspection of equipment. A Student who cancels after 72 hours but prior to the Student's first day of class attendance will receive a refund of all monies paid, except for the nonrefundable Application Fee. If the Enrollment Agreement is not accepted by College or if College cancels the Enrollment Agreement prior to the first day of class attendance, all monies, including the Application Fee, will be refunded. All requests for cancellation by the Student must be made in writing and mailed or hand delivered to the Director of Admissions.

Le Cordon Bleu College of Culinary Arts in Los Angeles, Sacramento, San Francisco

Student's Right to Cancel

A student has the right to cancel their Enrollment Agreement, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. If this Agreement is not accepted by Le Cordon Bleu College of Culinary Arts or if the school cancels this Agreement prior to the first day of class attendance, all monies, excluding the application fee, will be refunded. All requests for cancellation by the student must be made in writing and mailed or hand delivered to the Director of Admissions at:

Le Cordon Bleu College of Culinary Arts
in San Francisco
350 Rhode Island Street
San Francisco, CA 94103.

Le Cordon Bleu College of Culinary Arts
in Los Angeles
530 East Colorado Blvd.
Pasadena, CA 91101

Le Cordon Bleu College of Culinary Arts
in Sacramento
2450 Del Paso Road
Sacramento, CA 95834

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement. For written notice sent by mail to the mailing address listed on the front of the Enrollment Agreement, the postmark date shall be used to determine the cancellation date.

Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided. All monies paid by an applicant must be refunded if requested within three days after signing an enrollment agreement

and making an initial payment. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the contract price of the program, but in no event may the school retain more than \$150.

REFUND POLICIES

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Refund Policy

After the last day of the add/drop period for each payment period no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at Le Cordon Bleu College of Culinary Arts. Refunds are made for a student who withdraws or is withdrawn from the College prior to the completion of his/her program and is based on the tuition billed for the payment period in which the student withdraws, according to the campus schedules set forth below. For the purposes of calculating a refund, the payment period is defined as the period of enrollment in which tuition is billed. Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. Any books, equipment, and/ or uniforms that have been issued are nonrefundable. In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then withdraws or is later dismissed for any reason. When a student withdraws from the institution, he/she must complete a student withdrawal form with the Director of Education. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an

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official withdrawal or date of determination of withdrawal by the College (for the Las Vegas campus, refunds must be made within 15 days of the notification of withdrawal). If a student withdraws or is withdrawn prior to the end of the payment period, they are subject to the Return of Title IV Funds policy noted below which may increase the balance due to the College. If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. Credit balances due to the Student of less than \$5 (after all refunds have been made) will not be refunded to the Student/lender unless requested by the Student.

Atlanta: Refund Schedule

- For a student completing no more than 5% of the payment period, the College will refund 95% of the tuition and fees.
- For a student completing more than 5%, but no more than 10% of the payment period, the College will refund 90% of the tuition and fees.
- For a student completing more than 10%, but no more than 25% of the payment period, the College will refund 75% of the tuition and fees.
- For a student completing more than 25%, but no more than 50% of the payment period, the College will refund 50% of the tuition and fees.
- There will be no refund after a student has completed more than 50% of the payment period.

Las Vegas: Refund Schedule

- Days completed are used to calculate % of days to Last Date of Attendance/# of days in Payment Period = % complete Pro rata up to 60%

Miami and Orlando: Refund Schedule

If Withdrawal Occurs	Amount of Tuition to be Refunded
Week 1-2	100%
Week 3-4	75%
Week 5-6	50%
Week 7-8	25%
Week 9-10	0%

Scottsdale: Refund Schedule

1st Payment Period	Continuing Payment Periods
1st Week = 100%	1st Week = 90%
2-3 Weeks = 80%	2-3 Weeks = 80%
4th Week = 70%	4th Week = 70%
5-6 Weeks = 60%	5-6 Weeks = 60%
7th Week = 50%	7th Week = 50%
8-9 Weeks = 40%	8-9 Weeks = 40%
10+ Weeks = 0%	10+ Weeks = 0%

St. Louis: Refund Schedule

- Days completed are used to calculate %

Days Completed	Amount of Tuition to be Refunded
0 - 10% Complete	90%
11% - 25% Complete	50%
26% - 50% Complete	25%
51% + Complete	0%

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, and San Francisco Withdraw and Refund

After the last day of the add/drop period, no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at the College. Refunds will be calculated for students who withdraw or are withdrawn from the College prior to the completion of or at 60% or less of the payment period in which the student withdraws, according to the following formula: total days attended in the payment period divided by total days in the payment period multiplied by tuition for the term. If the student has completed more than 60% of the total days in the payment period, no refund is due. Refunds will be calculated for a student who withdraws

or is withdrawn from the College prior to the completion of his or her program and is based on the tuition billed for the term in which the student withdraws. If a student withdraws from individual classes during the add/drop period, tuition charged will be reversed for those individual classes which were dropped. There are no individual course refunds, partial or in full, to any student who has withdrawn past the add/drop period.

Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable beyond the student's withdrawal will be refunded in full. Any books, equipment, software and/or uniforms that have been issued, as well as the Student Tuition Recovery Fund (STRF) fee, are nonrefundable. When a student withdraws from the College, he/she must complete a student withdrawal form with the Associate Registrar. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal, or date of determination of withdrawal by the College. If the student withdraws or is withdrawn prior to the end of the payment period, he/she is subject to the Return of Title IV Funds policy noted below which may increase his/her balance due to the College.

If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. For the purpose of determining a refund, a student shall be deemed to have withdrawn from the College when any of the following occurs:

- The Student notifies the College of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The College terminates the student's enrollment for failure to maintain satisfactory academic progress; failure to abide by the rules and regulations of the College and/or failure to meet financial obligations to the College.



- c. The student incurs 21 consecutive absences and does not communicate directly with the College (or meet attendance policy or leave of absence requirements as stated in the College's catalog) regarding the nature of those absences. In this case, the date of withdrawal shall be deemed the last date of recorded attendance.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If any portion of tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid programs from which benefits were received, in proportion to the amount of the benefits received. Any remaining amount will be paid to the student. Refunds to loan and grant sources may create a balance due from the student to the College. If the student has received federal student financial aid fund, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. If the student receives financial aid and/or Veterans' Educational Benefits, the student will have the responsibility to repay the full amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which you are entitled to reduce the balance owed on the loan.
- b. The student may not be eligible for any other federal financial aid at another College or other government assistance until the loan is repaid.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Buyer's Right to Cancel/Refund Policy

Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. Notwithstanding anything to the contrary, if a student gives written notice of cancellation within five business days of the execution of the contract or day on which the student is accepted, then a complete refund is given regardless of whether the program has started. If a student gives a written notice of cancellation after five business days of the execution of the contract or day on which the student is accepted, but before the start of the program by Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul, then all tuition, fees and other charges, except 15 percent of the total cost of the program (15 percent not to exceed \$50) shall be refunded to the student. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed \$100). Any notice of cancellation shall be acknowledged in writing within ten (10) business days of receipt of such notice and all refunds shall be forwarded to the student within 30 business days of receipt of such notice. This refund policy is not linked to any student conduct policy and any promissory instrument shall not be negotiated prior to the completion of 50 percent of the course. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the case where the notice is hand carried, it shall occur on the date the notice is delivered to Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance, and if delivered by mail, the postmark dates of the letter of acceptance.

The pro rata portion of tuition and fees will be determined by using the percentage of total scheduled classes during the period between the first day of class and last date of attendance and the total scheduled program classes. Students who complete at least 75 percent of the scheduled program classes will not be entitled to refunds. Any monies due applicants or students will be refunded within 30 business days of cancellation, failure to appear on or before the first day of class, withdrawal or termination. If a student has financed all or part of the program with a third party or government funds, refunds will be paid or credited to the student's account. Refund computations will be based on the last date of attendance. If students do not return following a leave of absence on the date indicated in the written request, refunds will be made within 30 days from the end of the leave of absence. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdraws or is dismissed from the institution.

Refund Schedule

0%-74.99% = Prorated % refund based on Last Date of Attendance

75%+ = 0% refund

Refund Policy for Wisconsin Residents attending Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Refunds are made for students who withdraw or are withdrawn from Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul prior to the completion of their program and are based on the tuition billed for the block in which the Student withdraws, according to the schedule set forth below. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any block beyond the block of withdrawal will be refunded in full. Uniforms that have been issued are nonrefundable. Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul will honor any notice of withdrawal that includes

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but is not limited to completing a student withdrawal form with the Registrar, other written notice, or verbally communicating the student's intent to withdraw. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the institution. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed \$100). Students by virtue of attending classes in a Minnesota school are also subject to the Minnesota Refund Policy as long as that policy is more favorable to the student. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals.

In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Refund Schedule

0 – 10% = 90%
10.01% – 20% = 80%
20.01% – 30% = 70%
30.01% – 40% = 60%
40.01% – 50% = 50%
50.01% – 60% = 40%
60.01% – 100% = 0%

For the Le Cordon Bleu campuses in: Portland, Seattle

Cancellation/Refund Policy

Le Cordon Bleu College of Culinary Arts is required by Oregon and Washington law to use and print the policy below:

1. If an applicant is not accepted, all monies paid by the applicant will be refunded.

2. An applicant or student may terminate enrollment by giving written notice to the school.
3. If termination occurs within five (5) business days of enrollment and prior to student attendance, all monies paid shall be refunded less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts. If termination occurs after five (5) business days of enrollment and prior to student attendance all monies paid shall be refunded with the exception of the application fee and less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts.
4. Students who have not visited the school can withdraw without penalty within three (3) days of:
 - a. Regularly scheduled orientation, or
 - b. a tour of the facilities and equipment.
5. In the event that a student shall terminate his/her attendance prior to his/her scheduled completion date, the student shall in no case be obligated for more tuition payments than listed in this section. The policy shall apply to all terminations, for any reason, by either party. In all cases the refund will be calculated from the last date of attendance.
6. Le Cordon Bleu College of Culinary Arts reserves the right to cancel or reschedule a starting class if the number of students enrolled is deemed insufficient. Le Cordon Bleu College of Culinary Arts will consider such cancellation a rejection and all monies paid by the student will be refunded.
7. If termination occurs more than five (5) business days after enrollment or after student attendance, the student who withdraws from the program is only obligated for the days attended within a payment period. A payment period at Le Cordon Bleu College of Culinary Arts is approximately 15 weeks in length (except

for a final billing period that represents the remainder of the program and may be significantly shorter). The student will be refunded the pro-rata share of the tuition charged for the payment period based on the days not attended within the payment period. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals. In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Portland: Refund Schedule

Based on days attended in the payment period. Pro-rata refund up to 100%.

Seattle: Refund Schedule

If the student completes this amount of training: The school may keep this percentage of the tuition cost:

One week or up to 10%, whichever is less 10%

More than one week or 10% whichever is less but less than 25%

25% through 50%

More than 50%

Le Cordon Bleu College of Culinary Arts in Scottsdale/Online Programs

Refund Policy for Iowa and Alabama Residents Only

In the event that a student withdraws or is dismissed from all classes during the quarter, a pro rata refund will be made on all unearned tuition which will be based on the student's last date of recorded attendance, divided by the total days in the University's quarter. Hypothetical Refund Example: At the time of the last day of recorded attendance, the student has been charged \$3,000 in tuition for the quarter, and has attended 28 of the total 70 days (42 days remaining in the quarter). Tuition charges will be reduced by \$1,800 (42/70 times \$3000). The student is responsible for \$1200.



Refund Policy for Wisconsin Residents only

Refunds are made for students who withdraw or are withdrawn from the College prior to the completion of their program and are based on the tuition billed for the payment period in which the student withdraws. A payment period will vary in length based on the program. Please see your Financial Aid Office for details. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. When a student withdraws from the institution, he/she should complete a Student Withdrawal Form with the Student Services Department. Financial aid recipients should also visit the Financial Aid Office to receive an exit interview. The date from which refunds will be determined is the last date of recorded attendance. Cash refunds will be made within 15 calendar days and all other refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the College. If withdrawal occurs, a pro rata amount will be refunded up to 60% of the payment period. At 61% or above, there will be no tuition refund. In the event that a student withdraws or is dismissed from all classes during the quarter, refunds of the tuition and fees will be calculated according to the following schedule:

% of Payment Period Completed	% of Tuition Amount Per Payment Period Adjusted
1st Week of the Program	100%
1 – 10%	90%
11 – 20%	80%
21 – 30%	70%
31 – 40%	60%
41 – 50%	50%
51 – 60%	40%
61% – 100%	No Adjustment

RETURN OF TITLE IV FUNDS

A recipient of federal Title IV financial aid who withdraws or is dismissed from school during a payment period or period of enrollment in which the student began attendance will have the amount of Title IV funds they did not earn calculated according to federal regulations. This calculation will be based on the student's last date of attendance and the date the school determines that the student has withdrawn from school (see withdrawal policy), or the date of dismissal for a student who is dismissed by the institution.

The period of time in which Title IV financial aid is earned for a payment period or period of enrollment is the number of calendar days the student has been enrolled for the payment period or period of enrollment up to the day the student withdrew, divided by the total calendar days in the payment period or period of enrollment. The percentage is multiplied by the amount of Title IV financial aid for the payment period or period of enrollment for which the Title IV financial aid was awarded to determine the amount of Title IV financial aid earned. The amount of Title IV financial aid that has not been earned for the payment period or period of enrollment, and must be returned, is the complement of the amount earned. The amount of Title IV financial aid earned and the amount of the Title IV financial aid not earned will be calculated based on the amount of Title IV financial aid that was disbursed for the payment period or period of enrollment upon which the calculation was based. A student will have earned 100% of the Title IV financial aid disbursed for the payment period or period of enrollment if the student withdrew after completing more than 60% of the payment period or period of enrollment.

The U.S. Department of Education regulations indicate that it is not sufficient for a student to simply log in to an on-line class to demonstrate "academic attendance and thus trigger either initial attendance and financial aid eligibility or an LDA (Last Date of Attendance) for purposes of R2T4 (Return of Title IV Aid) calculations. On-line programs must use very specific means to document

that a student participated in class or was otherwise engaged in an academically-related activity, such as; submit an assignment, take a quiz, contribute to an on-line discussion and in some cases post to an on-line gallery. For R2T4 purposes in a term based program with modules, a student is considered to have withdrawn, IF they do not complete all of the days they were scheduled to complete in the payment period or period of enrollment.

Schools are required to determine Title IV funds that must be refunded based upon the percentage of the payment period completed prior to withdrawing. Title IV funds must be returned to the program based upon a tuition refund or if the student received an overpayment based upon costs not incurred but for which Title IV was received.

Once the amount of Title IV financial aid that was not earned has been calculated, federal regulations require that the school return Title IV funds disbursed for the payment period or period of enrollment and used for institutional costs in the following order:

1. Loans
 - a. Unsubsidized Federal Direct Stafford Loans.
 - b. Subsidized Federal Direct Stafford Loans.
 - c. Federal Direct PLUS loans received on behalf of the student.
2. Federal Pell Grants.
3. Federal SEOG.
4. Other grants or loan assistance authorized by Title IV of the HEA.

If the amount of unearned Title IV financial aid disbursed exceeds the amount that is returned by the school, then the student (or parent, if a Federal Parent-PLUS Loan) must return or repay, as appropriate, the remaining grant and loan funds. The student (or parent, if a Federal Parent-PLUS Loan) will be notified of the amount that must be returned or paid back, as appropriate.

WITHDRAWAL DATE

The withdrawal date used to determine when the student is no longer enrolled at

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Le Cordon Bleu College of Culinary Arts is the date indicated in written communication by the student to the Admissions office. If a student does not submit written notification, the school will determine the student's withdrawal date based upon federal regulations and institutional records.

For Federal student loan reporting purposes, the student's last date of attendance will be reported as the effective date of withdrawal for both official withdrawals and those who do not complete the official withdrawal process.

Please note that the above policy may result in a reduction in school charges that is less than the amount of Title IV financial aid that must be returned. Therefore, the student may have an outstanding balance due the school that is greater than that which was owed prior to withdrawal.

STUDENT TUITION RECOVERY FUND (STRF) DISCLOSURES

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento and San Francisco

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.



ACADEMIC INFORMATION

DEFINITION OF A GRADING PERIOD

A grading period is defined as two (2)-six week modules.

UNIT OF CREDIT

The quarter credit hour is the unit of academic measurement used by Le Cordon Bleu College of Culinary Arts. A minimum of 10 lecture hours of not less than 50 minutes each plus outside reading and/or preparation; 20 laboratory hours; or 30 externship hours; or an appropriate combination of all three constitutes one quarter credit hour.

DEFINITION OF A CREDIT HOUR

The institution awards quarter credit hours to reflect the successful completion of predetermined course learning objectives and requirements. A quarter credit hour represents an institutionally established equivalency of work or learning corresponding to intended learning outcomes and verified by evidence of student achievement. The institution has established equivalencies that reasonably approximate expected learning outcomes resulting from the following time commitments:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 10 - 12 weeks, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

ENROLLMENT STATUS

To be consistent with the U.S. Department of Education guidelines, Le Cordon Bleu College of Culinary Arts has defined a full-time student as someone enrolled in 36 Quarter Credit hours per academic year. A student's enrollment status for a term or payment

period is based on the Quarter Credit hours enrolled in the term or payment period divided by the number of Quarter Credit hours required for full-time status in the term or payment period.

TRANSFER OF CREDIT TO LE CORDON BLEU

Students who previously attended an accredited College or University recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. In addition, Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog. Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study. Students who receive transfer credit will have the program tuition charge pro-rated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

For the Le Cordon Bleu campuses in: Portland

Transfer credit integral to the school's approved degree curriculum may be awarded at the corresponding degree level for academic work documented by other

schools that are regionally accredited, authorized to confer degrees in or from Oregon, or otherwise individually or categorically approved by the Office of Degree Authorization. Such credit must be converted as needed from semester, quarter or nontraditional calendar systems.

Transfer of credit is always at the discretion of the receiving school, generally depends on comparability of curricula, and may depend on comparability of accreditation.

TRANSFER OF CREDIT TO OTHER SCHOOLS

Le Cordon Bleu College of Culinary Arts does not imply or guarantee that credits completed at Le Cordon Bleu College of Culinary Arts 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 Le Cordon Bleu College of Culinary Arts. Students seeking to transfer credits earned at Le Cordon Bleu College of Culinary Arts to another institution should contact the other institution to which they seek admission to inquire as to that institution's policies on credit transfer.

For the Le Cordon Bleu Campuses in: Los Angeles, San Francisco, Sacramento

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at Le Cordon Bleu College of Culinary Arts is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma or certificate you earn in your program listed on page one of the Enrollment Agreement is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma or certificate that you earn at Le Cordon Bleu College of Culinary Arts are not accepted at

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the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Le Cordon Bleu College of Culinary Arts to determine if your credits, degree, diploma or certificate will transfer.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

Transfer of Credit to Le Cordon Bleu College of Culinary Arts

Students who previously attended an accredited college or university recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by or Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. In addition, Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to or Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog.

Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study.

Students who receive transfer credit will have the program tuition charge prorated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

RESIDENCY

Students are required to earn a minimum of 50 percent of their credits in residence at Le Cordon Bleu College of Culinary Arts. Students transferring from another Le Cordon Bleu College of Culinary Arts campus in North America may be allowed to carry in more program credits at the discretion of the Director of Education but would be required to earn a minimum of 25 percent of their credits in residence.

ATTENDANCE

Regular classroom attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success in the hospitality industry after graduation. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the externship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled College/Academy holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the College/Academy.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Attendance – Distance Education Programs

Regular attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success while in the online environment. The programs are accelerated and information missed may

directly affect the student's grades. A student is encouraged to attend within the first three days of the start of a module. Thereafter the student must regularly participate in class by engaging in an academically-related activity, such as contributing to an online discussion or submitting an assignment. Students must log into each of their classes at a minimum of once per week. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the college.

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, Sacramento, San Francisco, Scottsdale, Seattle, St. Louis

Make-up Policy

Le Cordon Bleu College of Culinary Arts encourages every student to attend all educational activities. If a student is unable to attend scheduled activities for any reason the following policy applies: with Lead Instructor or Director of Education Approval it is at the discretion of the instructor; to give the original work or any modified work for any missed projects, practical work, or exams. The scheduling of the make-up work is at the discretion of the instructor based on his/ her availability. It is the student's responsibility to seek out the instructor to make up missed work.

Excused absences are those that are documented cases of jury duty, illness, family medical care, military duty. "Documented" means the student must produce documentation—a jury duty summons, doctor's note or copy of military orders.

- Students with an excused absences resulting in a missed quiz, test, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest



GRADE SCALE

Letter Code	Description	Included in Credits Earned	Included in Credits Attempted	Included in CGPA	Quality Points
A	A	Yes	Yes	Yes	4.00
B	B	Yes	Yes	Yes	3.00
C	C	Yes	Yes	Yes	2.00
D	D	Yes	Yes	Yes	1.00
F	F	No	Yes	Yes	0.00
I	Incomplete	No	Yes	No	n/a
W	Withdrawn	No	Yes	No	n/a
AU	Audit	No	No	No	n/a
P	Pass	Yes	Yes	No	n/a
TC	Transfer	Yes	Yes	No	n/a
PR	Proficiency Credit	Yes	Yes	No	n/a
L	Leave of Absence	No	No	No	n/a

convenience for up to 100% of the possible points. Students with an un-excused absence resulting in a missed quiz, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest convenience for up to 65% of the possible point.

Le Cordon Bleu College of Culinary Arts in Scottsdale/Online Programs

Late Work Policy

Students must submit all assignments prior to the scheduled completion of the class. No late assignments will be accepted for any work turned in after the stated due date. If there is a legitimate reason, refer to the Make Up work section of the syllabi. Acceptance of late work is at the discretion of the Instructor. All assignments will receive a grade on a Percentage/ Point System.

GRADING SYSTEM

Grade reports are available to students online through the Student Portal at the completion of each (module,). Course grades are based on the quality of work as shown by written tests, laboratory work, 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 credits completed.

APPLICATION OF GRADES AND CREDITS

The grade chart above describes the impact of each grade on the student's academic progress. For calculating rate of progress, grades of 'F' (failure) and, 'W' (withdrawn) are counted as hours attempted, but are not counted as hours successfully completed). Students who wish to withdraw from a course at any time need to fill out a Course Withdrawal Form available in the Registrar's office. Courses the student officially drops before the third course meeting will have no record of the course on their transcript. A 'W' Grade indicates that a student has been withdrawn from a course. Students who withdraw from a course during the add/drop period will be unregistered from the course. Students who withdraw from a course after the add/drop period but before the last calendar week of the scheduled course will receive a grade of 'W'. Students who withdraw during the last scheduled calendar week of the class, and have a date of attendance (LDA)

for the class during the last calendar week of the scheduled course, will receive the grade earned calculated as a final grade. A Course Withdrawal Form or Withdrawal Routing Spreadsheet is completed by campus officials when awarding 'W' Grades.

'W' Grades are also awarded when students do not complete externship courses within a school's designated grading period; when students do not successfully meet course attendance requirements; and when students do not return to school from a leave of absence. Please refer to the individual Externship Management, Attendance, and Leave Of Absence policies for details.

The student must repeat any required course in which a grade of 'F' or 'W' is received. Students will only be allowed to repeat courses in which they received a 'D' or below, if their CGPA is <2.0 before going out on Externship or <2.0 by the time they complete the program and cannot graduate, or with Director of Education Approval. In the case of a '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. Federal financial aid may only be used for one repeat of a previously passed course.

A fee will be charged to repeat a class (see addendum for details).

To receive an Incomplete ('I') grade, the student must petition the course Instructor to receive an extension to complete the required coursework. The Instructor must approve the request within three business days of the student's written request, but no later than the last day of class. The student must be satisfactorily passing the course at the time of petition. Should a student fail to complete the unfulfilled coursework requirements within 14 calendar days from the start of the subsequent grading period, the Incomplete grade will be converted to the grade the student earned in the class, inclusive of '0' points for the incomplete work.

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A student who disagrees with a grade he or she has received should contact the course Instructor immediately to discuss the concern. If the dispute is unresolved, the student must submit a written appeal within 14 calendar days from the end of the grading period to the campus Director of Education. The student's appeal must include the reason he or she is appealing the grade and must be signed and dated. The student must also provide documentation supporting the appeal (if applicable) with the written request. A decision regarding the appeal will be made within five business days of receipt. Students will be notified in writing of the decision.

'TC' and 'PR' credits are included in the maximum timeframe in which to complete and the rate of progress calculation, but are not counted in the CGPA.

PROFICIENCY CREDIT

Proficiency credit, recorded as 'PR' on the transcript, may be granted in certain core courses if the student has completed previous coursework at another Le Cordon Bleu North America or International location at the sole discretion of Le Cordon Bleu College of Culinary Arts. PR Credit is also granted for College Success if student completed and associate degree or higher at an accredited postsecondary institution. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. Students should submit documentation of previous coursework to the Associate Registrar for evaluation prior to the end of the first academic module.

National Proficiency Exams

Proficiency credit, recorded as 'PR' on the transcript, for certain courses may be granted to students who achieve acceptable scores on specific nationally recognized exams such as CLEP, Advanced Placement (AP), and DANTES. The American Council on Education (ACE) recommendations are 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. A score of three (3) or better on the AP examination is required for proficiency credit.

AUDITING A COURSE

If space permits, a graduate may audit any course within his/her program of study. With consent from the Director of Education, current students may audit a class outside of their program of study if space permits and if taken concurrently with a program course. Students auditing courses are expected to fully participate in the course and class attendance is required. Tuition for auditing a course is waived for graduates of the College/Academy. Current students taking a course outside of their program will pay tuition at the current rate for the course they audit. Students may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable. Courses students audit will be reflected with an 'AU' grade on the transcript.

NON-DEGREE SEEKING STUDENTS

In select cases as allowed by Le Cordon Bleu College of Culinary Arts, a graduate or enrolled student may be allowed to take a course outside of a program of study subject to space and prerequisite allowances. A student enrolled outside of a specific program is considered to be a non-degree seeking student. Non-degree seeking students are subject to campus policies and attendance is required. Students auditing a course as graduates or current students are subject to audit restrictions described in the catalog. Enrolled students taking the course as a prerequisite for matriculation to a program will be subject to the grading scale for the course and will be subject to tuition at the current rate for the course they are auditing. Students or graduates may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

All students must maintain satisfactory academic progress in order to remain enrolled at the school. Additionally, satisfactory

academic progress must be maintained in order to maintain eligibility to receive financial assistance (e.g., federal and state aid). Satisfactory academic progress is determined by measuring the student's cumulative grade point average (CGPA) and the student's rate of progress toward completion of the academic program at the end of each 12-week block. These are outlined below.

CUMULATIVE GRADE POINT AVERAGE (CGPA) REQUIREMENTS

Students must meet minimum CGPA requirements at specific points throughout the program in order to be considered making satisfactory academic progress. These requirements are noted in the tables below. These will be reviewed at the end of each 12-week block after grades have been posted to determine if the student's CGPA is in compliance. Once the student reaches a review point, the minimum CGPA for that level must be maintained until the next level of review,

CERTIFICATE/DIPLOMA PROGRAMS		
Programs Greater than 55 Credits		
Credits Attempted	ROP	CGPA
0-26	60%	1.5
27+	66.67%	2.0
Programs Less than 55 Credits		
Credits Attempted	ROP	CGPA
0-17	60%	1.5
18+	66.67%	2.0

ASSOCIATE PROGRAMS		
Quarter Hours		
Credits Attempted	ROP	CGPA
0-15	50%	1.6
16-30	55%	1.75
31-45	60%	1.9
46+	66.67%	2.0



Programs

(except Minneapolis/St. Paul Campus)	Maximum Allowable Credits
Certificate/Diploma in Le Cordon Bleu Culinary Arts	82
Certificate/Diploma in Le Cordon Bleu Pâtisserie and Baking	82
Associate of Occupational Studies/Science in Le Cordon Bleu Culinary Arts	160
Associate of Occupational Studies/Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate in Science in Le Cordon Bleu Culinary Arts	160
Associate in Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate of Applied Science in Le Cordon Bleu Culinary Arts	160
Associate of Applied Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate of Occupational Studies in Le Cordon Bleu Hospitality and Restaurant Management	142
Associate of Occupational Studies in Le Cordon Bleu Culinary Operations	148
Bachelor of Arts in Le Cordon Bleu Culinary Management	270

Programs at the Minneapolis/St. Paul Campus	Maximum Allowable Credits
Certificate in Le Cordon Bleu Culinary Arts	82
Certificate in Le Cordon Bleu Pâtisserie and Baking	82
Associate in Applied Science in Le Cordon Bleu Pâtisserie and Baking	168

BACHELOR'S PROGRAMS		
Quarter Hours		
Credits Attempted	ROP	CGPA
0-30	50%	1.6
31-60	55%	1.75
61-90	60%	1.9
91+	66.67%	2.0

RATE OF PROGRESS (ROP) TOWARD COMPLETION REQUIREMENTS

In addition to the CGPA requirements, a student must maintain the minimum rate of progress percentage requirement in order to be considered to be making satisfactory academic progress. Credits attempted are defined as those credits required in the students program of study including credits that were transferred from other approved institutions and proficiency credits earned. As with the determination of CGPA, the completion requirements will be reviewed at the end of each 12-week block after grades have been posted to determine if the student is progressing satisfactorily.

MAXIMUM TIME IN WHICH TO COMPLETE

A student is not allowed to attempt more than 1.5 times, or 150%, of the number of credits in their program of study. The requirements for rate of progress are to assure that students are progressing at a rate at which they will complete their programs within the maximum timeframe.

HOW TRANSFER CREDIT AND CHANGE OF PROGRAM AFFECT SAP

Credit that has been transferred into the institution by the student is included in the Rate of Progress calculation; however has no effect on the grade point average requirement for SAP. Transfer credit is also considered when computing the maximum timeframe allowed for a program of study. For example, a student transfers from institution A to institution B. The student is able to transfer 30 credits earned at institution A into a program at institution B. The program requires 180 credits to graduate. Thus, the maximum timeframe for this student's new program at institution B will

be one-and-a-half times (150%) x 180 = 270 credits. The 30 transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress is being calculated.

When a student elects to change a program or enroll in a higher credential at Le Cordon Bleu College of Culinary Arts the student's earned credits and grades will be transferred into the new program as applicable, including transfer credit. Credits earned at the school in the original program of study that apply to the new program of study will be used when computing grade point average, rate of progress and maximum timeframe. Transfer credits from another institution that are applicable to the new program of study will not be calculated in the grade point average but will be considered as credits attempted and earned in the maximum timeframe and rate of progress calculations. For example, a student transfers from program A to program B. The student is able to transfer 30 external credits and 10 credits earned in program A into program B. Program B requires 180 credits to graduate. Thus, the maximum timeframe for this student's new program will be one and half times (150%) x 180 = 270 credits. The 30 external transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress are being calculated. The 10 credits earned in program A will be included in the grade point average calculation as well as the maximum timeframe and rate of progress calculation.

WARNING AND PROBATIONARY PERIODS FOR STUDENTS RECEIVING/ NOT RECEIVING FINANCIAL AID

At the end of each 12-week block, after grades have been posted, each student's CGPA and rate of progress is reviewed to determine whether the student is meeting the above requirements.

- A student will be placed on FA Warning immediately after the first block in which the CGPA or the rate of progress falls below the values specified in the tables above. At the end of the next block, the student will be removed from FA Warning and returned

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to SAP Met Status if the minimum standards are met or exceeded.

- A student who continues to fall below the specified values will be required to successfully appeal in order to maintain eligibility for financial assistance under a FA Probation status.
- A student who successfully appeals and is on FA Probation will be evaluated at the end of the second block of monitoring. A student who meets or exceeds the minimum standards will be removed from FA Probation and returned to a SAP Met status. The minimum CGPA and rate of progress requirements are not met at the time of evaluation; the student will be placed of FA Dismissal Status and will be dismissed from school.

If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.

Notification of academic dismissal will be in writing. The Code of Conduct Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy. During the period of FA Warning, which lasts for one payment period only, the student may continue to receive financial aid. During a period of FA Probation, if an appeal is accepted by the institution, the student may also continue to receive financial aid.

A student on FA Warning and FA Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.

APPEAL

A student who has been placed on FA Probation 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 within 5 days of receiving notification of his/her dismissal. The student must explain what type of circumstances contributed to the academic problem and what action is being implemented to overcome the mitigating circumstance in the future. The decision of the Academic Review Committee is final and may not be further appealed. For the appeal of non-academic dismissals, please refer to the grievance policy within this catalog.

REINSTATEMENT

A student who was previously academically dismissed may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should be readmitted. 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, will be charged tuition consistent with the existing published rate, and financial aid may be available to those who qualify.

ADD/DROP PERIOD

Within the add/drop period students are allowed to make modifications to their schedules without incurring any academic or financial penalty. The add/drop period of each module is five (5) business days.

ONLINE PROGRAMS

During the start of each session, students are allowed to make modifications to their schedules without incurring any academic or financial penalty. Students may add courses through the fourth day or drop courses through the seventh day. No record of the dropped course(s) will be recorded on the transcript. Requests to drop or add a course during scheduled office hours may be facilitated in person or via e-mail or voicemail with the Office of the Associate Registrar. Requests outside of regularly scheduled office hours must be submitted via e-mail or voicemail to the Associate Registrar. Lack of

attendance does not constitute a dropped course. Nonattendance in a course, by the end of the add/drop period, may result in the student being unregistered from the course. Any change in enrollment status may impact financial aid eligibility. Students are responsible for coursework missed during the add/drop period.

GRADUATION REQUIREMENTS

In order to graduate, a student must have earned a minimum of a 2.0 CGPA and must have successfully completed all required credits within the maximum credits that may be attempted. Students must also be current on all financial obligations in order to receive official final transcripts and/or diploma.

Academic Honors

Academic honors are a formal recognition of academic achievement in a particular academic progress period (herein identified as "block") or upon graduation from an undergraduate program of study. Graduation honor status is noted on the student's transcript.

Block Honors

A student achieving a block grade point average (GPA) of 3.5 – 4.0 is recognized by the institution as receiving honors. To be eligible for honors status, a student must be enrolled in classes applicable toward graduation at least on a half-time basis. Non-degree seeking students are not eligible for academic honors. The following indicates the various block honors categories and their requirements:

President's List	4.00	Block GPA
Honor Roll	3.50 – 3.99	Block GPA

Graduation Honors

A graduate from a baccalaureate program who has a cumulative grade point average (CGPA) of at least 3.50 is eligible to receive Latin Honors:

Summa Cum Laude	3.90 – 4.00	CGPA
Magna Cum Laude	3.70 – 3.89	CGPA
Cum Laude	3.50 – 3.69	CGPA



A graduate from an associate, diploma or certificate program that has a cumulative grade point average (CGPA) of at least 3.50 is eligible to graduate with Honors:

High Honors	3.75 – 4.00	CGPA
Honors	3.50 – 3.74	CGPA

GRADUATION DOCUMENTS

For Le Cordon Bleu College of Culinary Arts in: Atlanta, Minneapolis/St. Paul, Sacramento, Seattle, St. Louis

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Las Vegas, Portland, San Francisco

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Los Angeles

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking **For Le Cordon Bleu College of Culinary Arts in: Miami, Orlando**

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Scottsdale

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Le Cordon Bleu Diplôme in Hospitality & Restaurant Management

Bachelor of Arts Degree in Le Cordon Bleu Culinary Management

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Operations

Associate of Occupational Studies Degree in Le Cordon Bleu Hospitality & Restaurant Management

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

LEAVE OF ABSENCE

For the Le Cordon Bleu campuses in: Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, Portland, Sacramento, Seattle, St. Louis

An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions

The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty
- Temporary Job Assignment (applies only if the student is being temporarily relocated for a job assignment as required by a current employer).

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within five (5) calendar days of the student's last date of attendance, which includes the reason for the request. If unforeseen circumstances prevent the student from providing a written request within five (5) calendar days the institution may use its discretion to grant the student's request if the student provides the written documentation validating the unforeseen circumstances by the last day of the school's attendance policy.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month timeframe. Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace

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period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.

LEAVE OF ABSENCE

For the Le Cordon Bleu campuses in:

Las Vegas, Miami, San Francisco, Scottsdale

An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions

The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within five (5) calendar days of the student's last date of attendance, which includes the reason for the request.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month timeframe.

Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.



STUDENT SERVICES INFORMATION

ACADEMIC ASSISTANCE

Students seek help and advice during their education for many reasons. At Le Cordon Bleu College of Culinary Arts, the student comes first. 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 also be provided as needed. The administrative staff and the faculty are also available for advising assistance.

CAREER SERVICES

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

Students enrolled in Le Cordon Bleu College of Culinary Arts has many opportunities for part-time employment while they pursue their studies. It is important to note that this assistance is available to all students who make satisfactory academic progress. The Director of Career Services is the liaison between students and employers, serving the students by promoting Le Cordon Bleu College of Culinary Arts to prospective employers. These employers are assisted by the referral of qualified candidates from Le Cordon Bleu College of Culinary Arts.

The graduate employment assistance process intensifies as students near graduation. The Director of Career Services assists students with resume writing, interviewing skills and professional networking techniques. Students may interview both on and off campus, until they have secured an appropriate position. Externship is an important part of the learning experience, and as the last official class a student takes, the culmination of many

months of study. Students are encouraged to explore externship opportunities early and shall take an active part in the search for employment.

Examples of assistance may include, but are not limited, to contacting employers to inquire what specific skills and experience levels they are seeking, what specific job duties and schedule requirements are expected, and preferred methods of contact from the potential employee. Career Service staff will conduct a series of in class presentations on career skills topics such as resume writing, job searching techniques, and interview skills. Additionally, Career Services Staff will meet with students to ascertain skill levels and learn about initial expectations the student has for employment. The information collected is used to assist the Career Services Director and staff to help facilitate connections between students and potential employers. Le Cordon Bleu cannot guarantee employment or salary.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

School Performance Fact Sheet

Completion and Graduate employment rates, or our "School Performance Fact Sheet", are distributed to students at the time of enrollment. All backup data to substantiate these rates is available for review in the Associate Registrar's Office and Career Services office.

EMPLOYMENT DISCLOSURE (ONLY FOR SCHOOLS WITH SPANISH-SPEAKING PROGRAMS)

Le Cordon Bleu College of Culinary Arts will provide career services assistance to its graduates but cannot guarantee job or externship placement, employment or salary. Graduates of any Le Cordon Bleu Spanish-speaking programs who are not fluent in English will likely encounter more difficulty finding employment and an externship, and/or have other employment limitations due to

the fact that most businesses require fluency in the English language.

BACKGROUND CHECKS

Agencies and institutions that accept our students for internship/externship 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.. Employment and internship decisions are outside the control of Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu cannot guarantee employment or salary.

PLANS TO IMPROVE ACADEMIC PROGRAMS

Le Cordon Bleu College of Culinary Arts reviews its academic programs on a regular basis to ensure relevancy with current employment requirements and market needs. As deemed appropriate, Le Cordon Bleu College of Culinary Arts may change, amend, alter or modify program offerings and schedules to reflect this feedback. If you have questions about this process or any plan to improve academic programs, contact the Education Department.

CYBRARY / LIBRARY INFORMATION

Cybrary

The Cybrary is an Internet-accessible information center committed to facilitating the lifelong learning and achievement of the Career Education Corporation community. This "virtual library" contains a collection of full-text journals, books, and reference materials, links to Websites relevant to each curricular area, instructional guides for using electronic library resources and much more.

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The "virtual" collection is carefully selected to support students as they advance through their programs of study and include quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. Instructional materials for students and faculty are designed to enhance information literacy skills.

A full-time librarian located at corporate headquarters manages the Cybrary. The librarians at the various CEC colleges participate in selecting the electronic resources and Website links, and help prepare the instructional materials that are on the Website.

Students at all CEC colleges have access to the Cybrary from their campus location and from home, if they have an Internet service provider.

To access the Cybrary students may log on to their My Campus portal and access the Library Link. On this library page are links to all virtual resources as well as the information of the online librarian and a Live Chat link. Hours of operation for these services are available on the Library page of the My Campus Portal. The Cybrary is available online 24 hours per day 7 days per week. If students need assistance with their My Campus user name and password log in information they may contact the local My campus Portal Administrator at their campus or online Technical Support at portalsupport@careered.com or call 1-800-840-8968.

The hours for the campus library/resource center are posted on the Library page of the student's My Campus Portal. These hours are:

LCB Pasadena

Monday - Thursday: 7:30 am - 8:00 pm
Fridays: 7:30 am - 6:30 pm

LCB Hollywood

Monday - Friday: 6:00 am - 9:30 pm

LCB Sacramento

Monday - Thursday: 9:00 am - 8:00 pm
Friday & Saturday: 8:30 am - 5:30 pm

LCB San Francisco

Monday - Friday: 10:00 am - 6:00 pm

Library/Resource Center

Le Cordon Bleu College of Culinary Arts maintains a Library and Resource Center ("LRC") at the campuses which contain computers for students to access the Cybrary. The LRC is available to all students in full uniform during posted hours.

The Le Cordon Bleu College of Culinary Arts campus library provides materials to support the mission and curriculum and assists each student to attain his/her educational goals. The electronic collection includes books, an assortment of current periodicals, and videos. The library, which provides academic assistance to students, is open during posted hours.

STUDENT SERVICES

Le Cordon Bleu College of Culinary Arts welcomes students to discuss any issues or concerns with any member of the faculty or staff. Students are encouraged to discuss academic as well as job-related concerns with either the Director of Education or Director of Career Services. The staff of Le Cordon Bleu College of Culinary Arts is also available on a daily basis to assist students with financial aid, employment assistance, and academic advisement. Students are welcome on the campus any time during office hours to take advantage of the variety of services provided by Le Cordon Bleu College of Culinary Arts. Le Cordon Bleu College of Culinary Arts encourages students to network with graduates as well as instructors and peers in their classes, thus enhancing their networking opportunities in the industry.

HOUSING AND TRANSPORTATION

**For the Le Cordon Bleu campuses in:
Atlanta, Las Vegas, Miami, Minneapolis/
St. Paul, Orlando, Portland,
Scottsdale, Seattle, St. Louis**

Le Cordon Bleu College of Culinary Arts does not provide on-campus housing, but does assist students with information on area housing.

Le Cordon Bleu College of Culinary Arts in Los Angeles

Le Cordon Bleu College of Culinary Arts does not provide dormitory housing or formal housing assistance. Le Cordon Bleu College of Culinary Arts networks with local property management companies that assist students in finding adequate, affordable housing. The student is responsible for the signing of his/her lease, paying all deposits, monthly lease payments and utilities, if required. The school does not assume responsibility for student housing.

Le Cordon Bleu College of Culinary Arts in Sacramento

Le Cordon Bleu College of Culinary Arts does not assume responsibility for student housing, does not have dormitory facilities under its control, and does not offer student housing assistance.

Le Cordon Bleu College of Culinary Arts in San Francisco

Le Cordon Bleu College of Culinary uses outside, third-party vendors to assist students with off-campus housing. Although housing in the immediate area of the school may be available, the College can make no guarantee of housing while attending school. Many transportation options are available including carpooling, city bus lines that stop near campus and conveniently located public parking with bike racks.

STUDENT ORIENTATION

Prior to beginning classes at Le Cordon Bleu College of Culinary Arts, all new students attend an orientation program. Orientation facilitates a successful transition into Le Cordon Bleu College of Culinary Arts. New students are required to attend regardless of their prior college experience. At orientation, students are acquainted with the campus, the administrative staff, the faculty and their peers. The directors of the administrative departments explain the ways in which they assist students and clarify students' rights and responsibilities.



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. Le Cordon Bleu College of Culinary Arts offers this capability so that it's easy for our students to be in touch with us and enhance their college experience. Upon acceptance to Le Cordon Bleu College of Culinary Arts, students will be issued a Student Number that can be used to gain access to the student portal.

STUDENT RECORD RETENTION

Le Cordon Bleu College of Culinary Arts maintains student records at the campus for a minimum of five (5) years. Le Cordon Bleu College of Culinary Arts student transcripts are retained indefinitely.

TRANSCRIPTS

An official transcript is maintained for each student. The transcript provides a complete record of all course grades and credits earned. Le Cordon Bleu College of Culinary Arts will supply official transcripts to whomever the student or graduate designates.

Transcript requests are fulfilled through Parchment, a leading company in secure transcript. Transcript fees are assessed regardless of transcript hold status. If you have an outstanding balance preventing release of your transcript, we will not be able to issue your official transcript.

- \$5 – Transcript (electronic or paper) requested electronically through Parchment.
- \$10 – Transcripts ordered through the campus.
- \$30 – Overnight/U.S. Mail delivery
Additional information on the electronic transcript service can be found on the student portal.

UNIFORM POLICY

The uniform policy can be found in the Le Cordon Bleu College of Culinary Arts. The Student Handbook is distributed to students upon admission to the school.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

California Food Handler Requirement

Effective July 1, 2011, the California Food Handler Card law will require all persons working in certain foodservice establishments within the state of California to attend a course in food safety provided by a certification organization, pass a test and receive a Food Handler Card. Students attending Le Cordon Bleu College of Culinary Arts will be required to successfully complete the requirements for NEHA Certification or the California Food Handler Card as a prerequisite when beginning any course that involves the production of food for sale to the public and deemed by the state of California as requiring a California Food Handler Card. Valid certification must be presented prior to entering courses with this prerequisite. Failure to meet this requirement will make them ineligible to complete program requirements which may lead to withdrawal from their course of study. This requirement may also be applicable to employment in the industry.

Course LCBC105 – The NEHA Exam and preparation in this course meets state requirements. Students must pass the NEHA test offered during LCBC105 to receive their California Food Handler Card at additional costs through an agency outside of Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Food Handlers Card

It is required that all students obtain a Maricopa County Food Handlers' Card prior to entering their first lab class. There is a small fee to take the test and your instructor will provide you with information on where and when to take the test.

Course Materials Return Policy for Distance Education Programs

Credit will be issued for return of course materials only under the following circumstances:

- The materials being returned must be in original shrink wrapping or unopened with tamper resistant seals intact; and
- The materials being returned must be undamaged, unmarked and in saleable condition; and
- The Return Merchandise Authorization (RMA) number must be included with the return; and
- The materials being returned must have been shipped by Words of Wisdom (WOW), be for the current session only and either be related to a class from which the student has formally withdrawn or have been refused by student or returned to WOW by the carrier; and
- RMA must be requested from WOW Customer Service by student within seven (7) calendar days of the current session start (unless returned by carrier).

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GENERAL INFORMATION

CAMPUS SECURITY

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

In addition to the annual security report, Le Cordon Bleu College of Culinary Arts maintain a crime log recording all reported crimes. The crime log is available for public inspection during regular business hours at President's office.

Le Cordon Bleu College of Culinary Arts reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

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 governments, and for conducting themselves in a manner consistent with the best interests of Le Cordon Bleu College of Culinary Arts and of the student body. A student who was previously dismissed for violations of the conduct policy may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should

be readmitted. The appeal must be submitted within ten (10) business days of receiving notification of his/her dismissal. Dismissed students who are readmitted will sign a new Enrollment Agreement; will be charged tuition consistent with the existing published rate. Students who are interested in applying for federal financial aid may do so at this time.

CODE OF CONDUCT

Students, staff, faculty and guests follow a Code of Conduct adhering to a socially responsible and ethical approach to the educational mission of the institution. Rights of students are protected through the Grievance Process, which is addressed within this section, but responsibilities are addressed within the Code of Conduct Policy. Following is a set of guiding principles for behavior which is based on the values of honesty, respect, responsibility, fairness and trust (Center For Academic Integrity, 1999). It is a commitment that the members of the community will treat everyone with these characteristics promoting the highest standards of a safe and healthy environment. Individuals will not conduct themselves in any manner that might damage the reputation of, or otherwise harm the organization. Access to school premises is reserved for currently enrolled students, guests of the institution or approved visitors. Rules of Conduct include the following actions by officers of the institution:

- a. Oversee behavior
- b. Investigate violations and
- c. Manage judgment through administrative agreement and sanctions.

Attendance at this institution is a privilege, not a right; therefore, students whose behavior may be detrimental to other members of the community may be officially warned, sanctioned through an informed process, suspended and/or dismissed from the institution. Behavior that infringes upon rights, safety, or privileges, or which impedes

the educational process or the institution's right to conduct its business is prohibited. Such infractions include but are not limited to the following:

Respect

- Deliberate disruptive, profane or disrespectful words, actions, violence or physical interference with the rights of faculty, staff, other students or with any institutional facilities, externship site, or with any authorized function being carried out on the premises or at any institution sponsored event or activity.
- Harassment of any member of the community based on race, national origin, ethnicity, color, creed, gender, sexual orientation; disposition, age, religion, marital or veteran status, genetic predisposition or carrier status, or any other basis protected by applicable local, state or federal laws. Engagement in self-initiated physical violence, bodily harm, or injury towards any member of the community or willful participation in a physical altercation.

Responsibility

- Failure to comply with the reasonable direction or lawful requests of officials (including, but not limited to faculty, administrators, and security personnel) or law enforcement officers acting in the performance of their duties or obey directives or orders expressed by such officials to cease and desist from any inappropriate act.

Honesty

- Students are expected to demonstrate academic integrity by completing their own work assignments and assessments. Submission of work from another person, using unauthorized notes, having someone else take an examination in a student's place, copying from another or a published document without citing sources or submitting the same paper to multiple



courses without the knowledge of the all instructors involved constitute violations of academic honesty. Plagiarism is any stealing of intellectual content and is not affected by intentionality.

Trust

- Students, staff and faculty trust that individuals will voluntarily follow the Code of Conduct as well as adhere to expectations voiced by the institution. Student expectations are provided during student orientation. Faculty and staff expectations are provided during faculty and staff orientations as well as provided on individual job descriptions. The standards of the institution are established by the residing state as well as the accreditation agency and the expectation is that the entire community trusts in them and adheres to them as part of both the Code of Conduct and the integrity of the institution.

Fairness

- Students, faculty and staff will be treated fairly based on their role within the organization. Should an exception be granted for any person in any circumstance, that exception will be well documented with both the rationale and all supporting evidence.

DRUG-FREE ENVIRONMENT

As a matter of policy, Le Cordon Bleu College of Culinary Arts 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 school activity. The only exception is authorized wine tasting within the classroom. Further information on the school's policies can be found in the Student Handbook. Any violation of these policies will result in appropriate disciplinary actions 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 abuse help centers. 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 school's drug-free awareness program and drug and alcohol abuse prevention program may be obtained from the President's Office.

FACILITY INFORMATION

Le Cordon Bleu College of Culinary Arts in Atlanta

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Los Angeles

Pasadena Campus

The Le Cordon Bleu College of Culinary Arts in Los Angeles main campus in Pasadena is located at:

530 E Colorado Boulevard
Pasadena, California
Phone: (626) 229-1300

The Pasadena campus occupies over 104,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards. The Pasadena campus's facilities consist of classrooms for its specialized instructional needs as well as general purpose classrooms, 1 restaurant comprised of two service styles (quick service and full service), a prep kitchen, Learning Resources Center, and common use rooms for meetings, conferences, guest speakers etc. Classroom types include: Culinary labs, pâtisserie and baking labs, a chocolate lab, academic classrooms, and demo labs. Several classrooms are able to be combined to

create large presentation and lecture spaces. Classrooms are equipped with industry current equipment directly related to the curriculum. The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

Hollywood Campus

The Hollywood branch campus of Le Cordon Bleu College of Culinary Arts in Los Angeles (Hollywood Campus) is located at:

6370 Sunset Boulevard
Hollywood, CA 90028
Phone: (323) 203-3980

The Hollywood campus occupies over 21,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards.

The Hollywood campus facilities consist of classrooms for its specialized instructional needs as well as general purpose classroom and a Learning Resource Center. Classroom types include: culinary labs, pâtisserie and baking labs, an academic classroom, and demo lab. Classrooms are equipped with industry current equipment directly related to the curriculum. The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

Le Cordon Bleu College of Culinary Arts in Las Vegas

The educational facility and administrative offices of the college are located in a convenient suburban setting, just minutes from the Las Vegas "Strip". The campus location is adjacent to major thoroughways and is accessible from all parts of the metro area. Housing, public transportation and nearby shopping malls allow the students to live, commute and work nearby. The campus occupies more than 55,000 square feet in a freestanding facility with ample parking.

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Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts is only twenty minutes away from the heart of Miami and from downtown Ft. Lauderdale. The Campus consists of approximately 60,000 square feet of kitchen labs and classrooms. Our labs feature industry-current commercial equipment and are designed for maximum efficiency, learning and comfort. They offer a great proving ground to replicate the kind of fast-paced environment our graduates can experience in the industry. Students will also find at this beautiful campus setting:

- Classrooms designed to facilitate learning, which consist of lecture rooms and instructional kitchens.
- Small classes encourage student/faculty interaction and students receive individual attention to help them reach their potential.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Totaling 70,000 square feet, the campus of Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul, MN is in Mendota Heights, Minnesota near the Mall of America and the Minneapolis/St. Paul International Airport. Our campus is located at:
1315 Mendota Heights Road
Mendota Heights, MN, 55120

It is located near major highways and public transportation, and parking is available to college students. Kitchen labs are equipped with stoves, ovens, and food-preparation equipment found in the industry. A wide range of small wares are provided for students' use in practicing various culinary skills and techniques.

Le Cordon Bleu College of Culinary Arts in Orlando

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. The campus occupies approximately 80,000 square feet, conveniently located near John Young Parkway, Sand Lake Road, I-4,

and the Beachline Expressway. The campus is near public transportation lines, and parking is available to students at no charge. The campus is located close to downtown Orlando, International Drive, the Florida Mall, the Millenia Mall, all major theme parks, and the Orlando International Airport. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Portland

Le Cordon Bleu College of Culinary Arts main campus is situated in the heart of downtown Portland in the historic Galleria Building, located at:
600 SW 10th Avenue, Suite 500
Portland, OR 97205

Le Cordon Bleu College of Culinary Arts is centrally located and offers immediate access to a public transportation system. Within the main campus' approximately 39,023 square feet, including nine (9) kitchen classrooms (including two demonstration labs) and four (4) lecture rooms. Kitchen labs are equipped with food preparation equipment found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary and baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Sacramento

The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A multi-purpose room for use in new student orientation, college and public events, on-site recruitment, lectures, and special classes.

- A student area and resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

All courses, with the exception of the Externship, are conducted at this location:
2540 Del Paso Road
Sacramento, CA 95834

Le Cordon Bleu College of Culinary Arts in San Francisco

Le Cordon Bleu College of Culinary Arts is located in the Potrero Hill neighborhood at 350 Rhode Island Street. All courses, with the exception of the Externship, are conducted at this location. Our campus encompasses kitchen lab classrooms, wireless high-speed lecture classrooms, computer classrooms and a fine-dining restaurant, all housed in approximately 100,000 square feet. Other distinctive features include a student/staff lounge and the library which houses an extensive stock of current culinary, hospitality and restaurant periodicals, along with texts and videos to supplement classroom and workshop instruction.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Camelback Campus

The campus is housed in a former country club setting against the beautiful backdrop that overlooks Camelback Mountain, a well-known landmark in the high-end resort destination of the Phoenix Metropolitan area. Camelback Campus houses administrative offices, numerous classrooms, and kitchens.

Skybridge Facility

The Skybridge facility is an expansion of the Camelback Main Campus. It is located in bustling Old Town Scottsdale, Arizona, minutes away from the main campus. It



provides a stunning panorama of Scottsdale's popular 5th Avenue shops and internationally acclaimed tourist district. Skybridge Campus houses administrative offices, numerous classrooms, kitchens, the main library, and Technique, and restaurant kitchen.

Le Cordon Bleu College of Culinary Arts in Seattle

The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen labs featuring industry-current culinary equipment.
- A resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

Le Cordon Bleu College of Culinary Arts in St. Louis

Le Cordon Bleu College of Culinary Arts is located at:
7898 Veteran's Memorial Parkway
St. Peters, MO 63376

The facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A student area and resource center.
- Office space for administrative and support staff.
- Storage space for files and supplies.
- Designated conference and copy/workroom.

HOURS OF OPERATION, INSTRUCTIONAL HOURS & CLASS SCHEDULING

Le Cordon Bleu College of Culinary Arts' hours of operation are 9:00 am to 8:00 pm, Monday through Thursday and 9:00 am to 5:00 pm on Friday, unless posted otherwise. Instructional Hours of operation are from 6:00 am to 10:35 pm, Monday through Friday.

An instructional hour is defined as each scheduled 50-minute period.

All student schedules are issued at the discretion of Le Cordon Bleu College of Culinary Arts. Student work schedules must be made around assigned class hours. Courses are normally scheduled to begin six (6) week intervals. Le Cordon Bleu College of Culinary Arts reserves the right to change, delete or schedule additional courses whenever necessary. To accommodate the changing industry environment, Le Cordon Bleu College of Culinary Arts reserves the right to alter or substitute courses whenever necessary. Changes will not negatively affect currently enrolled students.

Schedule of Course Offerings

The chief academic officer or designee is responsible for developing schedules of course offerings each block and making them available to all necessary parties. Not all courses may be offered every module/block. Last minute changes to schedules are to be avoided whenever possible, but may be necessary to accommodate staffing and class size. The chief academic officer or designee is responsible for making the final decision to add, cancel, combine or split courses based on enrollment, academic effectiveness and other factors. Students will be given prompt notification of schedule changes.

CLASS SIZE

The skills needed for a particular program are reinforced with relevant instruction. Le Cordon Bleu College of Culinary Arts instructors provide supervision and guidance, which promotes confidence and support.

Laboratory Classes – Students attend laboratory classes for their program with class sizes not to exceed 40 students.

Lecture Classes – Students attend lecture classes for their program with class sizes not to exceed 50 students.

SCHOOL CLOSING INFORMATION – GENERAL INFORMATION

Scheduled school closings can be found in the academic calendar. In the event of a weather related closing, students will be notified via a global alert system that contacts their e-mail

and phone numbers provided to the school.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

School Closing Information

Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, information about school closings can be found in the Student Handbook.

Le Cordon Bleu College of Culinary Arts in Seattle

School Closing Information

In the event of an emergency in which the school would be closed, students, faculty and staff will be notified by e-mail and text message through the Global Alert Link contact system.

Le Cordon Bleu College of Culinary Arts in St. Louis

School Closing Information

Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, the school closure will be reported to the local FOX television affiliate KTVI.

GRIEVANCE POLICY

Internal Grievance Policy

Many student complaints can be resolved through discussion with the appropriate instructor or staff member and the use of this grievance procedure, and we encourage students to make contact at the first indication of a problem or concern.

LE CORDON BLEU CATALOG

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This section describes the steps the student should follow so that the problem can be fully and fairly investigated and addressed. The student will not be bound by any resolution unless the student agrees to accept it. If the student does not accept a proposed conclusion or resolution, then the student may pursue the matter in arbitration as provided for in the student's Enrollment Agreement. However, the student must pursue his or her claim through this grievance procedure first.

Please note that this grievance procedure is intended for problems concerning a student's recruitment, enrollment, attendance, education, financial aid assistance, or career service assistance, or the educational process or other school matters. It does not apply to student complaints or grievances regarding grades or sexual harassment, which are addressed in other sections of this catalog.

Le Cordon Bleu College of Culinary Arts and the student agree to participate in good faith in this grievance procedure. We will receive all information submitted by the student concerning a grievance in strict confidence and we and the student agree to maintain confidentiality in the grievance procedures. No reprisals of any kind will be taken by any party of interest or by any member of the Le Cordon Bleu College of Culinary Arts administration against any party involved. We will investigate all complaints or grievances fully and promptly. So long as the student pursues this grievance procedure to its conclusion, the period during which the student is pursuing this process will not count toward any statute of limitations relating to the student's claims.

Step 1 – Grievances or complaints involving an individual instructor or staff member should first be discussed with the individual involved. Grievances or complaints involving a policy or class should first be discussed with the individual enforcing that policy, the class instructor, or the Lead Instructor. Alternatively, the student may submit the complaint to the campus Director of Education.

Step 2 – If the matter is not resolved to the student's satisfaction in Step 1, the student may submit a written, dated and signed statement of the grievance or complaint and a description of the actions that have taken place thus far to the next level of authority directly or through the President.

Step 3 – If the matter is not resolved to the student's satisfaction in Step 2, the student's next step is to submit a written, dated and signed statement to the campus President. Within five (5) days of the President's receipt of the written statement, the President will arrange to preliminarily meet with the student to discuss the grievance, and the President will thereafter conduct an investigation, including providing the student with a full and fair opportunity to present evidence relevant to the matter. The President will render his/her decision in writing within ten (10) business days after concluding his/her investigation, setting out the President's findings, conclusions, and reasoning. The President's decision will be final. The student's written complaint, together with the President's decision, will become a permanent part of the files of the parties involved.

GENERAL

This grievance procedure is designed to address problems promptly and without undue delay. In order to achieve that, the student must initiate Step 1 within ten (10) business days of the incident or circumstance(s) giving rise to the complaint, and must initiate each other Step within ten (10) business days after receiving a response or if more than twenty (20) business days have passed with no response. If the student fails to take any of the steps in this procedure within the required timeframes, then the student will be deemed to have accepted the resolution last proposed by Le Cordon Bleu College of Culinary Arts. If the school fails to act within the timeframes described in this procedure, then the student may elect to forgo any further steps in the grievance procedure and choose to go directly to arbitration as provided in the student's Enrollment Agreement. The time periods set

forth in these procedures can be extended by mutual consent of Le Cordon Bleu College of Culinary Arts and the student. Students may also contact the following agencies.

The Accrediting Council for Independent Colleges and Schools (ACICS)

750 First Street, NE Suite
980 Washington, DC 20002-4241
Phone: (202) 336-6780

The Accrediting Commission of Career Schools and Colleges (ACCSC)

2101 Wilson Blvd., Suite 302
Arlington, VA 22201
Phone: (703) 247-4212

The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)

180 Center Place Way
St. Augustine, FL 32905
Phone: (904) 824-4468 or (800) 624-9458

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

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

The student may also contact the Bureau for Private Postsecondary Education
P.O. Box 980818
Sacramento, CA 95798-0818
Phone: (888) 370-7589
Fax: (916) 263-1897
www.bppe.ca.gov

Le Cordon Bleu College of Culinary Arts in Atlanta

The student may also file a complaint directly with the Nonpublic Postsecondary Education Commission at any time. The student may contact the Nonpublic Postsecondary Education Commission for further details at: Nonpublic Postsecondary Education Commission (NPEC)
2082 East Exchange Place, Suite 220
Tucker, GA 30084
Phone: (770) 414-3300



Le Cordon Bleu College of Culinary Arts in Las Vegas

Commission on Postsecondary Education
3663 East Sunset Road, Suite 202
Las Vegas, Nevada 89120
Phone: (702) 486-7330
Fax: (702) 486-7340
www.cpe.state.nv.us/

For the Le Cordon Bleu campuses in: Miami, Orlando

At any time, if a student has a concern, grievance, or complaint about the institution, the student may contact:

Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399-0400
Phone: (850) 245-3200 or (888) 224-6684
www.fldoe.org/cie/

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Students may also contact the:
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5277

Wisconsin residents may contact the:
Wisconsin Educational Approval Board
30 W. Mifflin St., P.O. Box 8696
Madison, WI 53708-8986

Le Cordon Bleu College of Culinary Arts in Portland

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail students may contact or file a complaint with:

Oregon Office of Degree Authorization
Oregon Student Assistance Commission
1500 Valley River Drive, #100
Eugene, OR 97401
Phone: (541) 687-7452

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, Washington 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in Scottsdale

The student also may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. Please direct all inquiries to:

Arizona State Board for Private Postsecondary Education
1400 W. Washington, Room 260
Phoenix, Arizona 85008
Phone: (602) 542-5709
www.azppse.gov

Le Cordon Bleu College of Culinary Arts in Seattle

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, Washington 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in St. Louis

The student may also file a complaint with:
Missouri Department of Higher Education (MDHE)
3515 Amazonas Drive
Jefferson City, MO 65109
Phone: (573) 751-2361

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT NOTICE

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. An eligible student under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Le Cordon Bleu College of Culinary Arts receives a request for access. A student should obtain a Request to Inspect and Review Education Records form from the portal and submit to the President, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access

and notify the student of the time and place where the records may be inspected.

Students are not entitled to inspect and review financial records of their parents. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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

A student who wishes to ask the school to amend a record should write to the President, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Le Cordon Bleu College of Culinary Arts discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor

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outside of Le Cordon Bleu College of Culinary Arts who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of the education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Parental access to a student's record will be allowed by Le Cordon Bleu College of Culinary Arts without prior consent if:

- a. the student has violated a law or the institution's rules or policies governing alcohol or substance abuse, if the student is under 21 years old; or
 - b. the information is needed to protect the health or safety of the student or other individuals in an emergency. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Le Cordon Bleu College of Culinary Arts to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Below is a listing of the disclosures that postsecondary institutions may make without consent:

FERPA permits the disclosure of education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for

disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose education records without obtaining prior written consent of the student in the following instances:

- To other school officials, including teachers, within Le Cordon Bleu College of Culinary Arts whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the institution's State-supported education programs. Disclosures under this provision may be made, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

- To organizations conducting studies for, or on behalf of, the school, in order to:
 - a. develop, validate, or administer predictive tests;
 - b. administer student aid programs; or
 - c. improve instruction. To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information" may be released at the school's discretion. Le Cordon Bleu College of Culinary Arts has defined directory information as the student's name, address(es), telephone number(s), e-mail address, student IDs, birth date and place, program undertaken, dates of attendance, honors and awards, photographs and credential awarded. If a student does not want his or her directory information to be released to third parties without the student's consent, the student must present such a request in writing to the President within 45 days of the student's enrollment or by such later date as the institution may specify. Under no circumstance may the student use the right to opt out to prevent the institution from disclosing that student's name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules



or policies with respect to the allegation made against him or her. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of twenty-one.

REASONABLE ACCOMMODATIONS POLICY – INDIVIDUALS WITH DISABILITIES

Le Cordon Bleu College of Culinary Arts does not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations, including appropriate auxiliary aids and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by Le Cordon Bleu College of Culinary Arts. To request an auxiliary aid or service please contact the Regulatory Operations Consultant or the Director of Education at the institution.

Individuals requesting an auxiliary aid or service will need to complete an Application for Auxiliary Aid. To enable Le Cordon Bleu College of Culinary Arts to timely provide an auxiliary aid or service, Le Cordon Bleu College of Culinary Arts requests that individuals complete and submit the Application for Auxiliary Aid six weeks before the first day of classes, or as soon as practicable. Disagreements regarding an appropriate auxiliary aid and alleged violations of this policy may be raised pursuant to Le Cordon Bleu College of Culinary Arts grievance procedures.

SCHOOL POLICIES

Students are expected to be familiar with the information presented in this school catalog, in any supplements and addenda to the catalog, and with all school policies.

By enrolling in Le Cordon Bleu College of Culinary Arts, students agree to accept and abide by the terms stated in this catalog and all school 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 controls and is binding.

RESPONSIBILITY FOR PERSONAL PROPERTY

Le Cordon Bleu College of Culinary Arts assumes no responsibility for loss or damage to personal property through fire, theft, or other causes.

TERMINATION POLICY

The Le Cordon Bleu College of Culinary Arts reserves the right to dismiss a student for any of the following reasons: failure to maintain satisfactory academic progress, failure to pay school fees and/or tuition by applicable deadlines, disruptive behavior, posing a danger to the health or welfare of students or other members of the Le Cordon Bleu College of Culinary Arts community, or failure to comply with the policies and procedures of the Le Cordon Bleu College of Culinary Arts. Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student's dismissal from the school. The institution will also determine if any Title IV funds need to be returned (see Financial Information section of this catalog).

UNLAWFUL HARASSMENT POLICY

Le Cordon Bleu College of Culinary Arts is committed to the policy that all members of the school's community, including its faculty, students, and staff, have the right to be free from sexual harassment by any other member of the school's community. Should a student feel that he/she has been sexually harassed; the student should immediately inform the President and/ or the Director of Education.

Sexual harassment refers to, among other things, sexual conduct that is unwelcome, offensive, or undesirable to the recipient, including unwanted sexual advances.

All students and employees must be allowed to work and study in an environment free from unsolicited and unwelcome sexual overtures and advances. Unlawful sexual harassment will not be tolerated.

CATALOG ADDENDUM

See the catalog addendum for current information related to the school calendar, tuition and fees, listing of faculty, and other updates.



THIS CATALOG IS FOR THE FOLLOWING LE CORDON BLEU CAMPUSES

Atlanta, GA

1927 Lakeside Parkway
Tucker, GA 30084
866.315.CHEF [2433]

Las Vegas, NV

1451 Center Crossing Road
Las Vegas, NV 89144
866.450.CHEF [2433]

Los Angeles, CA

PASADENA CAMPUS:
530 East Colorado Blvd.
Pasadena, CA 91101

HOLLYWOOD CAMPUS:

6370 West Sunset Blvd.
Hollywood, CA 90028
888.900.CHEF [2433]

Miami, FL

3221 Enterprise Way
Miramar, FL 33025
866.762.CHEF [2433]

Minneapolis/St. Paul, MN

1315 Mendota Heights Road
Mendota Heights, MN 55120
800.528.4575

Orlando, FL

8511 Commodity Circle
Orlando, FL 32819
866.622.CHEF [2433]

Portland, OR

600 SW 10th Avenue, Suite 500
Portland, OR 97205
888.848.3202

Sacramento, CA

2450 Del Paso Road
Sacramento, CA 95834
916.830.6220

San Francisco, CA

350 Rhode Island Street
San Francisco, CA 94103
800.229.CHEF [2433]

Scottsdale, AZ

8100 E. Camelback Road
Suite 1001
Scottsdale, AZ 85251
800.848.CHEF [2433]

Seattle, WA

360 Corporate Drive North
Tukwila, WA 98188
866.863.2580

St. Louis, MO

7898 Veteran's Memorial Parkway
St. Peters, MO 63376
866.863.2061

Online

888.557.4222



LE CORDON BLEU

Chefs.edu



*Le Cordon Bleu in North America had more culinary graduates in the USA than any other national network of culinary schools, for the years 2006 to 2012. Source: IPEDS.



From: Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485F246B6E74618A42FFBFF0566D503-MWADLINGTON>
Sent: 6/15/2014 11:18:25 AM -0400
To: Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>
CC: Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-IHarazduk>
Subject: Westwood College- New Grant- Denver North (MAIN)
Attachments: 00027062 NG Westwood Denver Main, Edit 1.doc

Hey Ian,

Please find attached the report for the mentioned above.

Best regards,

Maurice Wadlington, M.Ed

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.338.2200 - p 202.842.2593 - f

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CONFIDENTIALITY NOTICE:

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REEVALUATION VISIT REPORT

WESTWOOD COLLEGE - DENVER NORTH
750 N. Broadway
Denver, CO 80221
ACICS ID Code: 00027062

Mr. Daniel Snyder, Campus President (dsnyder@westwood.edu)
27062@westwood.edu

June 2-3, 2014

Mr. Lonnie Echternacht	Chair	University of Missouri-Columbia	Columbia, MO
Ms. Darlene A. Minore	Student-Relations	Minore Educational Strategies, LLC	Bainbridge Island, WA
Mr. Jack Phan	Educational Activities and Library	Western Nebraska Community College	Olathe, KS
Mr. John Mago	Business Administration Specialist	Anoka Ramsey Community College	Andover, MN
Mr. Douglas Guare	Construction Management/ Computer Aided Design Specialist	TESST College	Stevensville, MD
Ms. Sheila Vandembush	Dental Assisting Specialist	Sanford-Brown College	Dallas, TX
Ms. Rosalind Collazo	Med. Assisting/Med. Office Mgt./Health Info. Tech. Specialist	Chairperson, ASA Institute (Retired)	Glen Burnie, MD
Mr. Joseph Aranyosi	Graphic Design/Game Art Specialist	Director Curr. Development, Career Educ. Corporation	Crystal Lake, IL
Mr. Terry Campbell	Criminal Justice/Paralegal Specialist	Kaplan University	Okeechobee, FL
Mr. Randolph Roof	Automotive Technology Specialist	APTC College	Hendersonville, TN
Mr. Michael Jordan	Information Tech./Networking/ Software Development Specialist	MBJ Enterprises, Inc.	Fishers, IN
Maurice Wadlington	Staff Representative	ACICS	Washington, DC

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

**PROGRAMS OFFERED BY
WESTWOOD COLLEGE - DENVER NORTH
DENVER, COLORADO**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enrol: Full- time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science	Academic Associate's	Business Administration	910	90.0	46	64%	50%	100%	N/A
Associate of Applied Science	Academic Associate's	Computer Aided Design/ Architectural Drafting	1,180	90.0	5	69%	100%	100%	0%
Associate of Applied Science	Academic Associate's	Construction Management	965	90.0	9	88%	N/A	100%	N/A
Associate of Applied Science	Academic Associate's	Criminal Justice	905	90.0	37	68%	100%	86%	N/A
Associate of Applied Science	Academic Associate's	Dental Assisting	1,285	97.5	12	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Graphic Design	1,180	90.0	6	53%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Health Information Technology	1,270	103.5	8	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Healthcare Office Administration	945	90.0	3	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Information and Network Technologies	1,225	90.0	13	58%	83%	79%	100%
Associate of Applied Science	Academic Associate's	Medical Assisting	1,180	92.0	32	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Medical Office Management	945	90.0	1	91%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Paralegal	925	90.0	6	100%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Surveying*	1,085	90.0	0	100%	67%	70%	75%
Associates in Occupational Studies	Occupational Associate's	Automotive Technology	1,425	94.5	80	64%	88%	73%	73%

Associate of Occupational Studies	Occupational Associate's	Information Technology	1,265	91.5	42	N/A	N/A	N/A	N/A
Associate of Occupational Studies	Occupational Associate's	Medical Assisting	1,180	92.0	10	64%	77%	72%	60%
Bachelor of Science	Bachelor's	Business Administration: Major in Management	1,820	180.0	14	72%	100%	68%	75%
Bachelor of Science	Bachelor's	Construction Management	1,945	180.0	5	72%	50%	77%	79%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1,820	180.0	20	85%	45%	67%	40%
Bachelor of Science	Bachelor's	Graphic Design: Major in Game Art	2,325	180.0	1	91%	39%	95%	20%
Bachelor of Science	Bachelor's	Interior Design*	2,330	180.0	0	100%	100%	92%	67%
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in CISCO Network Systems	2,230	180.0	6	82%	85%	76%	93%
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in Systems Security*	2,350	180.0	0	100%	100%	93%	100%
Bachelor of Science	Bachelor's	Software Development: Major in Game Software Development	2,145	180.0	37	85%	40%	75%	73%

**TOTAL
ENROLLMENT**

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Notes: Type in bold any retention rate below 65 percent (programs >1 year in length) or 70 percent (programs =<1 in length) and any placement rate below 70 percent.

* The program had no enrollment during the team visit; thus, the team did not review the program. The administration stated that the institution is not currently anticipating enrollment in the program.

INTRODUCTION

Westwood College was founded in Denver, Colorado, in 1953. At the time, it was named the Radio and Television Repair Institute. In 1958 the school expanded its electronics curriculum to meet the growing demands of the industry and changed its name to the National Electronics Institute. In 1974 Denver Institute of Technology (DIT) acquired ownership of the college and expanded the curriculum to adapt to the rapidly evolving technological developments of the time. In November 1997, DIT officially became Westwood College of Technology. In 2004, due to expansion in programs offered, Westwood College of Technology became Westwood College. The Denver North campus of Westwood College is a wholly-owned entity of Trav Corporation, which is a wholly-owned subsidiary of Westwood College, Inc.

The Westwood College – Denver North facility is located at 750 N. Broadway in Denver, Colorado, near the intersection of Interstate 25 and U.S. 36 (Boulder Turnpike). The institution currently occupies 45,000 square feet of the original building (84,000 total square feet) and serves nearly 400 enrolled students with approximately 70 faculty and staff. The institution shares the remaining 39,000 square feet of the facility with Redstone College, a sister school owned and operated by ALTA Colleges and accredited by ACICS. Ample well-lit parking that is security patrolled is available for students, staff, and visitors. Special facilities are available for disabled persons including specially equipped restrooms and parking spaces.

The current student population is comprised of 70 percent males and 30 percent females. The average age of the student body is 28.4 years old. The student population is diverse, consisting of 29 percent Caucasian, 10 percent Hispanic, 6 percent two or more races, 3 percent African American, 1 percent native American, and 49 percent not specified or unknown. The majority of students (54 percent) attend day classes and 46 percent attend evening classes.

The institution was well-prepared for the ACICS new grant visit and provided the team with a well-organized complete set of materials. The administration responded to the team's requests for additional materials and information and provided clarification and explanations when needed during the visit.

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement appears on page eight of the Westwood College 2014 academic catalog for California/Colorado/Georgia/Virginia campuses, volume 5, number 1, revised September 2013.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
 Yes No
(b) The modes of delivery.
 Yes No
(c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
 Yes No
(b) The characteristics of the student population.
 Yes No
(c) The types of data that will be used for assessment.
 Yes No

(d) Specific goals to improve the educational processes.

Yes No

(e) Expected outcomes of the plans.

Yes No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes No

(b) Student placement.

Yes No Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes No Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

Student learning outcomes monitored and analyzed by the institution include the licensure/certification exam pass rates, student grades, average daily attendance, and satisfactory academic progress. In addition, faculty assessments of student learning is an ongoing process involving the review of individual courses and periodic evaluations of entire programs as well as monitoring the evaluation of course projects and in-class assignments, analyzing points assigned for projects, faculty observation ratings, and levels of classroom engagement.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes No Not Applicable

(b) The data used by the campus to assess each outcome.

Yes No Not Applicable

(c) How the data was collected.

Yes No Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes No Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes No Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The institution has established proactive strategies to achieve its student retention goal that include:

- conduct retention meetings to gain a better understanding why students fail to attend class or are at risk of dropping out of school;
- concentrate on first-term retention activities, specifically the required written career plan project;
- increase participation in activities recognizing student accomplishments;
- expand student ambassadors' one-on-one involvement with beginning students; and
- analyze student feedback surveys for critical information and direction related to improving retention.

To improve placement the following action plans have been established:

- increase the effectiveness of the weekly job lead e-mails containing program specific job leads for graduates and students;
- expand efforts to develop positive relationships with employers that produce hiring opportunities;
- promote community job fairs and host professional job fairs with program specific employers in attendance;
- improve students' interviewing skills, mock interview strategies, and portfolios prior to graduation as well as follow-up techniques to facilitate hiring; and
- increase direct contact with employers within each program to ensure a steady pipeline of job opportunities.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes No

(b) That specific activities listed in the plan have been completed.

Yes No

(c) That periodic progress reports have been completed.

Yes No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The campus effectiveness plan (CEP) and related data are compiled by the academic dean with the help of various members of the leadership team that make up the CEP committee. The CEP committee includes, in addition to the academic dean who serves as chair, the campus president, director of career services, director of student finance, director of student support, executive assistant, general education chair, librarian, and registrar. The campus president is ultimately responsible for the CEP and oversees the implementation and monitoring of the plan. The CEP is systematically reviewed during the year at quarterly meetings and management meetings and is revised and updated annually.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes No Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:

The institution is committed to an ongoing annual planning and campus effectiveness enhancement process. The CEP is appropriate for the institution.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes No

(b) Names of the trustees, directors, and/or officers.

Yes No

(c) Names of the administrators.

Yes No

2.02 Does the campus:

(a) Adequately train its employees?

Yes No

(b) Provide them with constant and proper supervision?

Yes No

(c) Evaluate their work?

Yes No

2.03 Is the administration of the campus efficient and effective?

Yes No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes No

(b) Know the person to whom they report?

Yes No

(c) Understand the standards by which the success of their work is measured?

Yes No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes No Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

The campus president, Mr. Daniel Snyder, is responsible for the financial oversight of Westwood College - Denver North. He holds both a bachelor's degree and a master's degree from the University of Northern Colorado and has worked in the career college industry for 18 years. He joined Westwood College in February 2008, was promoted to campus president of the Denver South campus in August 2008, and assumed leadership of both Denver South and Denver North campuses in October 2012.

GENERAL COMMENTS:

The departmental organization of the administrative functions with checks and balances promotes a spirit of cooperation and open communication at the institution.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes No

3.02 Are all staff well trained to carry out administrative functions?

Yes No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Mr. Daniel Snyder, campus president, is the on-site administrator of the institution. As previously stated, he holds a bachelor's degree in kinesiology fitness and exercise and a master's degree in physical education: kinesology from the University of Northern Colorado. He has been employed in the private career college industry since 1996. He started as a faculty member and has served as program chair, director of campus operations, academic dean, and campus president at six different campuses. Mr. Snyder attended an Accreditation Workshop in April 2013.

Mr. Snyder currently serves as campus president for the two campuses of Westwood College in Denver. When Mr. Snyder has to be away from the Denver North campus, the academic dean, Ms. Vivian Jeffcoat, is designated to serve as the on-site administrator.

3.04 Does the campus list degrees of staff members in the catalog?

Yes No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes No Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

3.06 Does the campus admit ability-to-benefit students?

Yes No (*Skip to Question 3.11.*)

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

3.12 Are appropriate transcripts maintained for all students?

Yes No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

GENERAL COMMENTS:

The administrative functions at the institution are coordinated to achieve the educational mission.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

Thirty-nine files of matriculated, graduated, and withdrawn students were selected and reviewed by the team during the evaluation.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes No

- 4.03 Does the campus have appropriate admissions criteria?
 Yes No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?
 Yes No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
 Yes No
- 4.06 Does the admissions policy conform to the campus's mission?
 Yes No
- 4.07 Is the admissions policy publicly stated?
 Yes No
- 4.08 Is the admissions policy administered as written?
 Yes No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:
- (a) Clearly outlines the financial obligations of both the institution and the student?
 Yes No
- (b) Outlines all program related tuition and fees?
 Yes No
- (c) Has a signature of the student and the appropriate school representative?
 Yes No
- Is there evidence that a copy of the agreement has been provided to the student?
 Yes No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
 Mr. Ron DeJong, director of admissions, is responsible for the oversight of student recruitment at the institution. He holds a bachelor's degree in business management from the University of Northern Colorado located in Greeley. Mr. DeJong has 15 years experience directing admission departments of career colleges. He joined the administrative team of Westwood College - Denver North in 2006.
- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
 The director of admissions for the institution discussed in detail the recruitment procedures and shared admissions forms, training manuals, and the supervision process for the admissions representatives. Based on this conversation and observation, the team was able to determine the recruiting process is ethical and compatible with the educational objectives for the institution.
- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

Yes No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

Yes No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

Yes No Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes No

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes No Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

Yes No

4.21 Has the campus established articulation agreements with other institutions?

Yes No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 74-78 in the Westwood College 2014 multi-state academic catalog and on pages 7-11 of the catalog addendum dated June 2, 2014.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
 Yes No
- (c) Procedures for re-establishing satisfactory academic progress.
 Yes No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.
 Yes No
- Incomplete grades.
 Yes No
- Repeated courses.
 Yes No
- Non-punitive grades.
 Yes No Not Applicable (campus does not offer)
- Non-credit or remedial courses.
 Yes No Not Applicable (campus does not offer)
- A warning status.
 Yes No Not Applicable (campus does not use)
- A probationary period.
 Yes No
- An appeal process.
 Yes No
- An extended-enrollment status.
 Yes No Not Applicable (campus does not offer)
- The effect when a student changes programs.
 Yes No Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.
 Yes No Not Applicable (campus only offers one credential)
- The implications of transfer credit.
 Yes No
- 4.26 Does the campus apply its SAP standards consistently to all students?
 Yes No
- 4.27 Are students who are not making satisfactory academic progress properly notified?
 Yes No Not Applicable (no students are in violation of SAP)

- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
 Yes No Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
 Yes No Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning status?
 Yes No Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?
 Yes No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
 Yes No
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student)

- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
 Ms. Vivian Jeffcoat, academic dean, is responsible for the administration of satisfactory academic progress. She holds a bachelor's degree in business administration from Regis University in Denver and a master's degree in secondary teaching, curriculum, and instruction from the University of Nebraska in Lincoln. Ms. Jeffcoat joined the Westwood College - Denver North administrative team in December 2013. Her tenure with Westwood Colleges began in May 2010. She has experience as a dean and a lecturer at other postsecondary schools.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
 Yes No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)
 (a) Scholarships.
 (b) Grants.
 (c) Loans.
 (d) The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)
- If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
 Yes No
- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
 Yes No
- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
 Yes No
- 4.43 Are tuition and fees clearly stated in the catalog?
 Yes No
- If *Yes*, have students confirmed receiving a copy of the catalog?
 Yes No Not Applicable
- 4.44 Do the financial records of students clearly show the following?
 (a) Charges.
 Yes No
 (b) Dates for the posting of tuition.
 Yes No

(c) Fees.

 Yes No

(d) Other charges.

 Yes No

(e) Payments.

 Yes No

(f) Dates of payment.

 Yes No

(g) The balance after each transaction.

 Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

 Yes No Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

 Yes No

4.47 Is the refund policy fair, equitable, and applicable to all students?

 Yes No

4.48 Is the campus following its stated refund policy?

 Yes No

4.49 Does the campus participate in Title IV financial aid?

 Yes No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Mr. Armando Guardiola, director of student finance, is responsible for the on-site administering of student financial aid. He holds a bachelor's degree in social science and a master's degree in accounting from Regis University in Denver. Mr. Guardiola has worked for Westwood College for eight years. His experience prior to joining the Westwood College team was in the private finance sector.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards? Yes No4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment? Yes No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

 Yes No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Mr. Armando Guardiola, director of student finance, is a member of the Colorado Association of Financial Aid Administrators (CAFAA) and attends their annual meetings. Attendance at the annual Federal Student Aid (FSA) conference is a high priority. Additionally, Mr. Guardiola participates regularly in webinar offerings through USAFunds University. Updates are posted regularly on www.IFAP.gov, which Mr. Guardiola uses often. These professional growth activities ensure that the student finance department stays current with regulations and policy changes in financial aid.

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
 Yes No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
 Yes No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (*Skip to question 4.58.*)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
 Student services offered by the institution are structured tutoring, peer tutoring, academic counseling, personal counseling on an individual need basis, an extensive student orientation, a professional development course, mock interviews, resume development, and social media guidance for the professional.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
 Yes No Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
 Mr. Bret Walker, career services director, is the person on staff responsible for the oversight of counseling students on employment opportunities. He holds a bachelor's degree in organizational communication from the University of Nebraska in Kearney. Mr. Walker has served as the director of business development since October 2014 for Westwood Colleges and joined the Westwood College – Denver North administrative team in January 2014. He has prior professional experience in student recruitment at a land-grant institution.
- 4.61 Does the campus offer employment assistance to all students?
 Yes No Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes No

If *Yes*, does the campus maintain the required data on its graduates and nongraduates?

Yes No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 488.
The ending enrollment reported on the previous year's CAR is 488.

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

Yes No Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Newly enrolled students are required to complete the two entrance loan modules at www.studentloans.gov before initial funds can be dispersed. Prior to graduation or 30 days after the last date of attendance, the students are scheduled on campus to complete the federal exit loan modules and an information packet with a member of the financial aid department. For students who drop and do not make an appointment on campus, the information is mailed to them via registered mail to the last address on record.

4.67 Describe the extracurricular activities of the campus (if applicable).

Westwood College – Denver North has many extracurricular activities. Most programs have an interest area club. There is an Academic Leadership Club, a chapter of the National Honor Society, an Alpha Beta Kappa honor society, an active chapter of the American Criminal Justice Society, and an active chapter of the Future Business Leaders of America.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Ms. Vivian Jeffcoat, academic dean, oversees the educational activities of all academic programs at the Westwood College - Denver North. Ms. Jeffcoat holds a master's degree in secondary teaching from the University of Nebraska in Lincoln and a bachelor's degree in business administration from Regis University in Denver. She has served as the academic dean since December 2013. Prior to her current position, Ms. Jeffcoat was a program chair, academic dean, associate dean, trainer, lecturer, teacher, writer, and assistant vice president for 29 years.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
 Program administrators use the institution's academic governance policy as a tool to provide their authority and responsibility for the development and administration of the programs of study. The governance policy details the role of the faculty in matters of academic governance. There were provisions in place to support the efficiency and effectiveness of the overall administration of the institution. The integrity of the institution is manifested by the professional competence, experience, responsibility, and ethical practices demonstrated by the administrators and faculty.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?
 Yes No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
 Yes No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
- (a) Development of the educational program.
 Yes No
- (b) Selection of course materials, instructional equipment and other educational resources.
 Yes No
- (c) Systematic evaluation and revision of the curriculum.
 Yes No
- (d) Assessment of student learning outcomes.
 Yes No
- (e) Planning for institutional effectiveness.
 Yes No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
 Yes No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
 Yes No (*Skip to question 5.10*)

FOR NEW GRANTS ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?
 Yes No (*Skip to question 5.14*)

FOR ALL CAMPUSES

- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
 Yes No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators,

faculty, and other interested parties such as advisory committees?

Yes No

5.16 What provisions are made for individual differences among students?

The institution ensures that its relations with students reflect the highest ethical standards and conform to all applicable laws and regulations. The institution demonstrates respect for all students by treating students fairly and meeting the individual needs of each student. There is evidence of program development and student services that is consistent with the stated mission. There is also evidence of educational program support that reflects the institution's concern for the welfare and success of students.

Classroom observations by the team revealed that instructors' lessons plans target various learning styles. There was effective use of visual aids, overhead projectors, computer presentations, handouts, and instructional charts to fully engage students. The institution has also created an accessible classroom environment and the classroom furniture arrangements were appropriate for all students.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.

Faculty members are encouraged to evaluate, revise, and make changes to the curriculum through participation in Westwood College curriculum committees. Instructors make suggestions to their department chairs, who in turn, take the suggestions to the institutional curriculum committee. Ideas then flow up to the academic dean. From this level, approved ideas are forwarded to corporate curriculum chairs and deans for ultimate approval or disapproval.

5.18 Does the faculty participate in this process?

Yes No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

Yes No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes No Not Applicable (campus does not award such credit)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
 Yes No
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No
- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
 Yes No Not Applicable (no faculty members hold foreign credentials)
- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No
- If *Yes*, how is this documented?
The institution keeps record of all in-service activities in a binder located in the academic dean's office. Agendas and meeting minutes are on file, along with signatures of all attendees. There was evidence of assessment procedures being used for the purpose of setting priorities and making decisions to enhance faculty and student effectiveness. There was balanced representation of faculty members and administrators discussing responsibilities, regulations, organizational matters, and technical resources. The team found evidence of faculty and administrative support as well as consensus-based, decision-making processes.
- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
 Yes No
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
 Yes No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
 Yes No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?

Yes No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

FOR BACHELOR'S DEGREES ONLY

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

Yes No

5.40 Do the program's general education courses meet Council standards?

Yes No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

GENERAL COMMENTS:

The institution's educational programs and activities are consistent with the stated mission and produce measurable results reflected through student success and outcomes. The program curricula have both quantitative and qualitative standards and are designed to assist students in acquiring and applying relevant skills in the workplace. The instructional procedures, materials, and technology are appropriate to meet the purposes and standards of the institution's academic offerings.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

As previously noted, the institution is located at 750 N. Broadway in Denver, Colorado. The institution occupies 45,000 square feet of the original building (84,000 total square feet) and serves approximately 400 enrolled students and 70 faculty and staff. The institution shares the remaining 39,000 square feet of the facility with Redstone College, a sister school owned and operated by ALTA Colleges and accredited by ACICS. Ample parking that is well lit and security patrolled is available for students, staff, and visitors. Special facilities are available for disabled persons including specially equipped restrooms and parking spaces.

6.02 Does the campus utilize any additional space locations?

Yes No

6.03 Does the campus utilize campus additions?

Yes No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

Yes No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

Yes No

(b) Instructional tools

Yes No

(c) Machinery

Yes No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes No Not Applicable

GENERAL COMMENTS:

The facility provides a positive environment that supports the teaching, learning, and administrative activities. The facility has a professional appearance with contemporary furnishings, is nicely maintained, and is designed to accommodate the

instructional needs unique to the different career education programs currently offered. The numerous bulletin boards and posters utilized throughout the building display program and career information as well as student success stories.

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
 The team reviewed the 2014 academic catalog, volume 5, number 1. The catalog serves the institution's California, Colorado, Georgia, and Virginia locations and was last revised in September 2013.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?
 Yes No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
 Yes No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.
 Yes No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page
 Yes No
- (c) The names and titles of the administrators.
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
 Yes No
- (e) A statement of accreditation
 Yes No Not Applicable (initial applicant)
- (f) A mission statement.
 Yes No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
 Yes No
- (h) An academic calendar.
 Yes No
- (i) A full disclosure of the admission requirements.
 Yes No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
 Yes No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
 Yes No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
 Yes No

(m) A definition of the unit of credit.

Yes No Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes No

(p) The transfer of credit policy.

Yes No

(q) A statement of the tuition, fees, and any other charges.

Yes No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes No Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes No

(t) A statement describing the student services offered.

Yes No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes No Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes No (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?

Yes No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The institution advertises via direct mail, telemarketing, television commercials, and online.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (*Skip to Question 7.14*)

7.14 Does the campus utilize services funded by third parties?

Yes No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes No Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The institutional performance information that the campus routinely provide to the public are the on-time graduate rates, placement rates, average books and supplies, and the median loan debt.

Where is this information published and how frequently is this information being updated?

This information is published at the institution's website and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The institution develops continuous assessment strategies for resources and information services with input by faculty on a continuous basis and program chairs once per term. Students can also make a suggestion for books and periodicals by completing an on-line request form. Suggestions are also gathered from program advisory committees and monthly conference calls to other Westwood librarians.

Are these methods appropriate?

Yes No

8.06 Is the library staff adequately trained to support the library?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$36,454.76. The library budget is allocated for online services, books, media, and periodicals.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

To date, a total of \$26,187.19 has been spent on online services, books, media, and periodicals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes No

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Library assignments are required components of several courses in each of the academic programs. In addition, some faculty members have asked the institution's librarian to make presentations in their classes or in the learning commons, focusing on the importance of the learning commons in an academic environment.

Are these methods appropriate?

Yes No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
 Yes No Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.
 The Westwood College online database system includes Proquest, Points of View, EBSCO/eBooks, STAT!Ref, and the University of Colorado database.
- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No
- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
 Ms. Julie Klauss is the on-site librarian for Westwood College - Denver North. Ms. Klauss has been in her current position since 2009. Ms. Klauss holds a master's degree in library science from the University of Illinois at Urbana-Champaign in Urbana and a bachelor's degree in fine arts from the University of Colorado in Boulder. Prior to her current position, Ms. Klauss was a librarian technician, substitute teacher, reference specialist, and administrative assistant for 11 years. Ms. Klauss works 40 hours a week.
- Does this individual:
- (a) Supervise and manage the library and instructional resources?
 Yes No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
 Yes No
- (c) Assist students in the use of instructional resources?
 Yes No
- 8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
 Yes No
- 8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (staff do not hold foreign credentials)
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

Yes No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?

Yes No

8.31 Is there a current inventory of instructional resources, including online resources?

Yes No

8.32 Are the resources organized for easy access and usage?

Yes No

8.33 Is it evident that faculty encourages the use of the library?

Yes No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?

Yes No

GENERAL COMMENTS:

The institution's learning commons has a good collaboration with faculty as well as with other academic related assistance. It is evident that faculty have assigned students academic research projects to further enhance their learning and the learning commons has served and helped students in locating the appropriate resources.

COMMENDATIONS:

The team acknowledges the good work of Ms. Julie Klauss. She is doing an excellent job of maintaining an effective learning environment in the learning commons. It is attractive, welcoming, and well organized. The learning commons has relevant resources in place for students. The learning commons has demonstrated that it has the resources to assist students with term projects and research papers.

9. PROGRAM EVALUATION

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems

Bachelor's degree in Software Development: Major in Game Software Development

Academic Associate's degree in Information and Network Technologies**Occupational Associate's degree in Information Technology**

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Charles Bradford is the program chair of the school of technology at the institution and is assigned to oversee the programs; he has held this position for 13 months. Mr. Bradford holds a master's degree in computer I from the University of Phoenix and a bachelor's degree in information processing systems from the University of Cincinnati. Prior to becoming the program chair, he was a faculty member at the institution for 10 years. Before joining the institution, Mr. Bradford had five years of experience in a similar position at another career college.

Mr. Bradford is assisted in administering the programs by Mr. T. Clay Chandler, a faculty member at the institution who serves as a subject matter expert for the networking and server administration areas. Mr. Chandler has been a faculty member for 13 years. He holds a master's degree in organizational management from the University of Phoenix and a bachelor's degree in mechanical engineering from North Arizona University. Mr. Chandler has been awarded Cisco Certified Network Associate and Cisco Certified Academy Instructor certifications from Cisco Systems. Also, Mr. Omar Salem assists Mr. Bradford as a subject matter expert for the game software development program. Mr. Salem has a bachelor's degree in computer science from Texas Southern University and a master's degree in computer and information science from the University of Pennsylvania Engineering.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

Bachelor's degree in Software Development: Major in Game Software Development

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

Academic Associate's degree in Information and Network Technologies

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

Occupational Associate's degree in Information Technology

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (no rate reported on the 2013 CAR)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (no program graduates)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

A program advisory committee meets semi-annually with college officials and includes representatives from local recruiting and information technology (IT) related businesses. Student ambassadors are periodically designated by the institution and these individuals provide guidance, advice, and assistance to new and fellow students. Field trips used included local IT businesses such as MicroCenter and Fortrust. Guest speakers have included local IT related businesses and recruiters. Students were highly encouraged to sit for Cisco and CompTIA certifications related to their programs of study, with payment for the certification exams offered by the institution for each student who has successfully completed the related coursework. Several students have passed Cisco certifications and their names have been added to a plaque located near the main lab and classroom as encouragement for other students. During the team's visit, staff discussed plans to add another plaque for students successfully completing CompTIA certifications. Sufficient documentation was provided for all of these activities.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes No (*Skip to question 9.13*)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers or graduates for the following programs:

Occupational Associate's degree in Information Technology - 0 (no program graduates)

Academic Associate's degree in Information and Network Technologies - 5

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems - 11

Bachelor's degree in Software Development: Major in Game Software Development - 1

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic Associate's degree in Information and Network Technologies - 3

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems - 6

Bachelor's degree in Software Development: Major in Game Software Development - 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All 10 calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team interviewed students and faculty as well as reviewed course syllabi to verify the use of out-of-class work by students. Various types of assessments include: quizzes, practical application of techniques studied outside of class, and question/answer sessions in class. Faculty made available to the team grade books and graded homework assignments submitted by the students.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

9.29 Are teaching loads reasonable?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

9.31 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The current student/teacher ratio is 13:1 in the occupational associate's degree program in information technology.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes No

- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)

- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

GENERAL COMMENTS:

The team greatly appreciates the cooperation and hospitality received. The institution's environment was well maintained, inviting, and conducive to educating students.

COMMENDATIONS:

The ACICS team room was well-organized and included information as well as documentation for each of the institution's career programs. The instructors were friendly and student focused.

9. PROGRAM EVALUATION**Academic Associate's degree in Business Administration****Bachelor's degree in Business Administration: Major in Management****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Mr. Joshua Mason, program chair, oversees the business administration programs. He has held this position since January 2014. Mr. Mason holds a master's degree in management and a bachelor's degree in business management from the University of Phoenix. He possesses over 20 years of business experience and is qualified to administer the business programs.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

Academic Associate's degree in Business Administration

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

 Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

 Yes No Not Applicable (Additional Location Inclusion only)If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

 Yes NoBachelor's degree in Business Administration: Major in Management

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

 Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

 Yes No Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The community resources utilized to enrich the business programs include a program advisory committee, guest speakers, and field trips. The advisory committee provides input relative to potential curriculum changes, and the guest speakers and field trips are used to enhance course topics and provide real world relevancy for students' learning.

9.08 Is the utilization of community resources sufficient to enrich the program?

 Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

 Yes No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

 Yes No (*Skip to question 9.13*)

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards

 Yes No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

 Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers or graduates for the following programs:

Academic Associate's degree in Business Administration - 1

Bachelor's degree in Business Administration: Major in Management - 4

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic Associate's degree in Business Administration - 1

Bachelor's degree in Business Administration: Major in Management - 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All five of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team observed completed homework assignments and grade book grades. Also, student and faculty interviews verified that they do submit homework and it is being graded.

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

GENERAL COMMENTS:

The staff was friendly and efficient in getting materials requested by the team. Students were satisfied with the faculty, the staff, and their programs of study.

9. PROGRAM EVALUATION

Academic Associate's degree in Graphic Design

Bachelor's degree in Graphic Design: Major in Game Art

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. John Wilbanks is assigned to administer the graphic design and game art programs, and has been a lead faculty member in the school of design since March 2014. Mr. Wilbanks has a master's degree in organizational management from the University of Phoenix and bachelor's degrees in advertising & graphic design and in illustration from Rocky Mountain College of Art & Design. Prior experience includes video post-production work at InnerView; graphic design and video production work at the University of Colorado; art direction and project management work at Giggles Korporate Kards; and design and video instruction at the Art Institute of Colorado, IADT Online, and Colorado Technical University. Mr. Wilbanks is also a member of the Colorado Film and Video Association and a certified instructor for Avid Media Composer 7.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

Academic Associate's degree in Graphic Design

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (no program graduates)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

Bachelor's degree in Graphic Design: Major in Game Art

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources include guest speakers; field trips; participation in professional associations, conferences, and competitions; a program advisory committee; and other community events. Guest speakers utilized included Mr. Steven Martinez from Toon Boom who discussed 2D/3D animation and digital art asset creation and Chris Lancaster from NetDevil who discussed how to create procedural game design documents and timelines. Field trips used included visits to Game On, COMICFEST, and International Game Developers Association meetings to examine and discuss game and interactive software development processes, sequential entertainment and game art asset creation, and professional business operations. Students met with the Colorado Game Developers Association following the Game Developers Conference to discuss gaming trends and employment opportunities, and they also participated in Denver Comic Con to showcase their artwork and meet with game art professionals. Students also participated in the Anime, Comic, and Video Game Restyling and Reengineering Contest as well as the League of Legends 5v5 Tournament at the Clutch Gaming Arena to showcase their game art and development skills.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
- (b) Course numbers
 Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers or graduates for the following programs:

Academic Associate's degree in Graphic Design - 0 (no program graduates)

Bachelor's degree in Graphic Design: Major in Game Art - 10

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Graphic Design: Major in Game Art - 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All five of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)
- 9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Both students and instructors confirmed that out-of-class work is being assigned and graded. Graded student work and course grade calculations were provided to the team as documentation.

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
- (b) Well-defined instructional objectives.
 Yes No
- (c) The selection and use of appropriate and current learning materials.
 Yes No
- (d) Appropriate modes of instructional delivery.
 Yes No
- (e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

9. PROGRAM EVALUATION

Occupational Associate's degree in Automotive Technology

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Mr. Kenneth Burnum, automotive technology program chair, is assigned to administer the automotive technology program at Westwood College - Denver North. He holds a bachelor's degree in business administration from Southwest Texas State University in San Marcos, Texas. Additionally, he currently holds several Automotive Service Excellence (ASE) certifications. Mr. Burnum joined Westwood College in March 2013 as an auto repair instructor. He was promoted to program chair in October 2013.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The program utilizes community support as indicated by documentation of the recent program advisory committee meetings held April 17, 2014 and June 27, 2013. The program employs five adjunct instructors that hold full-time positions in the automotive career fields. Guest speakers and field trips are also used to enrich the curriculum. The institution has a community partnership with Adams County Human Services Department in Colorado to provide basic automotive servicing for low income families.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes No (*Skip to question 9.13*)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

- (a) Title and course descriptions
 Yes No
- (b) Course numbers
 Yes No
- (c) Course prerequisites and/or corequisites
 Yes No
- (d) Instructional contact hours/credits
 Yes No
- (e) Learning objectives
 Yes No
- (f) Instructional materials and references
 Yes No
- (g) Topical outline of the course
 Yes No
- (h) Instructional methods
 Yes No
- (i) Assessment criteria
 Yes No
- (j) Method of evaluating students
 Yes No
- (k) Date the syllabus was last reviewed
 Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

- Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

- Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

- Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were nine calls made to employers or graduates.

How many calls to employers or graduates were successful?

There were five successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were five successful calls that confirmed the employment of graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)

- 9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)

- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The grading of out-of-class work is recorded in the electronic grade book for each individual course. The grade book was examined by the team. Also, copies of graded homework assignments were provided to the team for review.

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.31 What is the current student/teacher ratio?
 (Calculate the student/teacher ratio by using the following formula:
 -Add the number of students enrolled in the program-specific courses (courses with program prefix)
 -Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
 The current student/teacher ratio is 9:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No
- 9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)

9.36 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No

GENERAL COMMENTS:

The automotive technology staff and students were helpful and assisted the team whenever requested. The program is based on both the Automotive Service Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF) standards. The automotive technology program is well structured and overall provides a positive educational experience for students.

9. PROGRAM EVALUATION

Bachelor's degree in Construction Management

Academic Associate's degree in Construction Management

Academic Associate's degree in Computer Aided Design/Architectural Drafting

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Joshua Mason is the chair of the school of business since October 2013, which includes the construction management programs and the computer aided design/architectural drafting program. He holds a master's degree in master of management from the University of Phoenix in Northglenn, Colorado, and a bachelor's degree from the University of Phoenix in Santa Ana, California.

Mr. Tom Thompson is the lead instructor for the construction management programs and the computer aided design/architectural drafting program. He has held this position since July 1998. He has a master's degree in architecture from Virginia Tech and a bachelor's degree in architecture from Iowa State University. Mr. Thompson serves as the subject matter expert for the three programs and assists Mr. Mason.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

Bachelor's degree in Construction Management

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

Note: The 2013 CAR listed the program with a placement rate of 50 percent. The total number of graduates listed for the program was only eight which meets the mitigating circumstances.

Academic Associate's degree in Construction Management

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (no program graduates)

Academic Associate's degree in Computer Aided Design/Architectural Drafting

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The construction management programs participated in a field trip on April 28, 2014 at Anythink Library in Denver, Colorado. The construction management programs also held a field trip on March 12, 2013 at the Fulginiti Pavilion at Anschutz Medical Center in Denver, Colorado. In addition, the bachelor's programs and academic associate's programs conducted a program advisory committee meeting on April 17, 2014.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
 - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers or graduates for the following programs:

Academic Associate's degree in Computer Aided Design/Architectural Drafting - 1

Academic Associate's degree in Construction Management - 0 (no program graduates)

Bachelor's degree in Construction Management - 7

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic Associate's degree in Computer Aided Design/Architectural Drafting - 1

Bachelor's degree in Construction Management - 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All four of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
 Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)
- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The out-of-class work is submitted to the instructor and feedback is given verbally and thru an online grade book that the institution utilizes, Blackboard. The team was provided samples of the homework to examine and viewed the electronic grade book for classes currently offered.

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.
 Yes No
 - (b) Instructional equipment.
 Yes No
 - (c) Resources.
 Yes No
 - (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
 - (b) Well-defined instructional objectives.
 Yes No
 - (c) The selection and use of appropriate and current learning materials.
 Yes No
 - (d) Appropriate modes of instructional delivery.
 Yes No
 - (e) The use of appropriate assessment strategies.
 Yes No
 - (f) The use of appropriate experiences.
 Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No
- 9.29 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

GENERAL COMMENTS:

The faculties of the construction management and computer aided design/architectural drafting programs were very professional and helpful to the team. The students enrolled in the three programs responded in a positive manner regarding the institution, the programs in which they were enrolled, the faculty, and the staff.

9. PROGRAM EVALUATION**Academic Associate's degree in Dental Assisting**

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Carol Rykiel was appointed program chair of the dental assisting program on December 9, 2013. Ms. Rykiel holds a master's degree from Colorado State University in management and a bachelor's degree from the University of Colorado - Denver in dental hygiene. Ms. Rykiel has eight years experience as a practicing dental hygienist and six months experience as a program chair.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (no rate reported on the 2013 CAR)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (no program graduates)

Note: The answer is not applicable because the program is relatively new and only in the second course of the program.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The dental assisting program has a program advisory committee that is composed of dentists, dental assistants, and dental hygienists. Dental assisting students have participated in an Oral Cancer Walk, provided oral health screenings as part of the 9Health Fair, and toured the Patterson Dental supply facilities.

- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no program graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable (there have been no program graduates)

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Examples of out-of-class homework assignments presented on-site included workbook assignments; research papers; an Occupational, Safety, and Health Administration (OSHA) handbook; and diagrams of head and neck anatomy. The electronic grade book used at the institution was also examined by the team to verify that the out-of-class work is being evaluated.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

If *No*, insert the section number in parentheses, list the faculty and course, and explain:

(Section 3-1-541): Ms. Carol Rykiel is not academically or experientially qualified to teach DENT120 Clinical Procedures. A review of transcripts, continuing education certifications, and the ACICS data sheet as well as a personal interview with Ms. Rykiel did not provide evidence that she has the experience or academic qualifications related to dental assisting to teach DENT120 Clinical Procedures. On-site, a letter was submitted by Dr. Carlile, an employer of Ms. Rykiel that states Ms. Rykiel acts primarily as a dental hygienist but performs dental assisting duties "as needed." Required skills of DENT120 include tray set-ups for basic diagnostic and operative dental procedures as well as instrument transfer and maintenance of the operating field. The letter as presented does not sufficiently demonstrate or justify the qualifications of Ms. Rykiel to teach her assigned course.

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

9.29 Are teaching loads reasonable?

Yes No

- 9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

COMMENDATIONS:

The dental assisting clinical laboratory is well designed with current industry-standard equipment.

9. PROGRAM EVALUATION

Academic Associate's degree in Health Information Technology

Academic Associate's degree in Healthcare Office Administration

Academic Associate's degree in Medical Assisting

Academic Associate's degree in Medical Office Management

Occupational Associate's degree in Medical Assisting

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Ms. Audrey Theisen, Registered Health Information Administrator (RHIA), is assigned to administer the health information programs at the institution. She holds a master's degree in computer information systems from the University of Phoenix in Englewood, Colorado and a bachelor's degree in business from St. Mary's College in Leavenworth, Kansas. Prior to joining Westwood College as program chair in September 2013, Ms. Theisen served as program coordinator of the medical billing and coding program at Kaplan College in Denver and as program chair of the school of health sciences at ITT Technical Institute in Thornton, Colorado. She also has four years of in-field experience.

Mr. Dennis Steuerwald, Certified Medical Assistant (CMA), is assigned to administer the medical assisting and medical office management programs. He holds a bachelor's degree in psychology from the University of Denver and an associate's degree in medical specialties from CollegeAmerica in Denver. Mr. Steuerwald joined Westwood

College as an adjunct instructor in December 2010 and was later promoted to the position of program chair in December 2011. His prior teaching experience includes three years as lead and adjunct medical instructor at CollegeAmerica in Denver, Colorado. Mr. Steuerwald has five years of in-field experience in area health facilities.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

Academic Associate's degree in Health Information Technology

Academic Associate's degree in Healthcare Office Administration

Academic Associate's degree in Medical Assisting

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (no rate reported on the 2013 CAR)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (no program graduates)

Academic Associate's degree in Medical Office Management

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (no program graduates)

Occupational Associate's degree in Medical Assisting

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Community resources used in the medical programs include field trips, guest speakers, and community services. Students have participated in "The City of Brighton Citizen Emergency Responder Training" (CERT), a program to train community members to assist in rescue, triage, and control in the event of a natural, terrorist-based, or other type of disaster. Students have also participated in breast cancer walks, health fairs, an annual spring carnival, and a school

fundraiser. Sign-in sheets and pictures taken at the events further support the activities. In addition, minutes of advisory committee meetings and signed externship contractual agreements evidenced involvement of community resources in the medical programs.

- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
- (b) Course numbers
 Yes No
- (c) Course prerequisites and/or corequisites
 Yes No
- (d) Instructional contact hours/credits
 Yes No
- (e) Learning objectives
 Yes No
- (f) Instructional materials and references
 Yes No
- (g) Topical outline of the course
 Yes No
- (h) Instructional methods
 Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers or graduates for the following programs:

Occupational Associate's degree in Medical Assisting - 6

Academic Associate's degree in Medical Assisting - 0 (no program graduates)

Academic Associate's degree in Health Information Technology - 0 (no program graduates)

Academic Associate's degree in Medical Office Management - 0 (no program graduates)

Academic Associate's degree in Medical Office Administration - 0 (no program graduates)

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Occupational Associate's degree in Medical Assisting - 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All six of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (Skip to question 9.24)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team interviewed students and faculty and reviewed course syllabi to verify out-of-class work by students. Faculty members made available to the team grade books and graded materials submitted by students for review. Students were interviewed and provided access to their homework assignments. Also, program specific binders in the team room provided several samples of homework assignments for each medical program.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S AND ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.29 Are teaching loads reasonable?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.31 What is the current student/teacher ratio?
 (Calculate the student/teacher ratio by using the following formula:
 -Add the number of students enrolled in the program-specific courses (courses with program prefix)
 -Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
 The current student/teacher ratio in the occupational associate's medical assisting program is 9:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No
- 9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)

- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

GENERAL COMMENTS:

The team's visit evidenced sound and well-run medical programs. The program directors and faculty are knowledgeable, caring, and committed to student success. Students interviewed were positive about their programs and had confidence in their abilities to secure post-graduation employment.

9. PROGRAM EVALUATION

Academic Associate's degree in Criminal Justice

Academic Associate's degree in Paralegal

Bachelor's degree in Criminal Justice: Major in Administration

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Ms. Lisa Hopsicker, program chair, is assigned to administer the criminal justice and paralegal programs. Ms. Hopsicker has been in this position since October 2012. She holds a master's degree in social work from Arizona

State University in Tempe and a bachelor's degree in psychology from Hartwick College in Oneonta, New York. She brings to the institution 12 years of law enforcement and victim services experience.

Ms. Hopsicker is assisted with the paralegal program by a lead faculty member, Ms. Judith Bernstein. Ms. Bernstein holds a JD degree from the Thomas M. Cooley Law School in Lansing, Michigan, and a bachelor's degree in professional studies with an emphasis in community development from Pace University in Pleasantville, New York. Ms. Bernstein is licensed to practice law in Florida, New Jersey, and Utah. She brings to the institution over 13 years of legal and teaching experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

Academic Associate's degree in Criminal Justice

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

Academic Associate's degree in Paralegal

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (no program graduates)

Bachelor's degree in Criminal Justice: Major in Administration

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

Note: The institution provided a program placement improvement plan for the bachelor's degree in criminal justice: major in administration program.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The criminal justice and paralegal programs utilizes several different types of community resources to enrich the programs. The community resources consist of program advisory committee meetings, field trips, and guest speakers. The team reviewed program advisory committee meeting minutes for April 2014 and November 2013. Also, students participated in the following field trips and guest speaker events:

- Field trips were used to enrich the curriculum and consisted of a tour to the Federal District Court in Denver, Colorado, and a tour of the courtroom of Senior Judge Wiley Y. Daniel, US District Court for the District of Colorado.
- Guest speakers were used to enrich the curriculum and included Dr. Clark Davenport, Rocky Mountain Paralegal Association (RMPA); volunteers from Child Advocate; and Federal Bureau of Prisons personnel from Englewood.

In addition, the institution sponsored a criminal justice symposium covering enforcement, courts, and corrections. The team was provided documentation to verify these activities.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes No (*Skip to question 9.13*)

- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
 - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No

- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers or graduates for the following programs:

Academic Associate's degree in Criminal Justice - 2

Academic Associate's degree in Paralegal - 0 (no program graduates)

Bachelor's degree in Criminal Justice: Major in Administration - 7

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic Associate's degree in Criminal Justice - 2

Bachelor's degree in Criminal Justice: Major in Administration - 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All seven of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
 Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)
- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team interviewed students and faculty as well as reviewed course syllabi to verify out-of-class work by students. Faculty members provided the team with homework assignments that had been submitted by students and graded. In addition, students interviewed by the team provided access to their homework assignments and provided evidence of graded homework.

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
 (a) Facilities.
 Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes No

- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

GENERAL COMMENTS:

Students interviewed by the team acknowledged support for the criminal justice and paralegal programs by the institution.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
1.	3-1-541	The dental assisting program director is not academically and experientially qualified to teach in the program (page 63).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

Graphic Design and Graphic Design: Major in Game Art Programs:

- Analyze the need for additional printers as well as projectors with higher resolution in the graphics programs (the instructional equipment currently in use is satisfactory but some students and instructors expressed the need for some additional equipment).
- Study the pros and cons of adding typography and business content to the graphic programs (some instructors voiced this need for curriculum revision to expand employment opportunities for graduates).

Dental Assisting Program:

- Add additional dental assisting resources to the learning commons as the program moves forward in the curriculum (i.e. The Dental Assisting Journal).
- Encourage Ms. Susan Cotton, dental assisting adjunct instructor, to complete the Dental Assisting National Board (DANB), take continuing education courses related to dental assisting, or document her dental assisting experience to enable her to teach the dental assisting clinical courses. (Ms. Cotton has over seven years experience as a dental hygienist. However, following a review of her academic credentials, continuing education courses, faculty development plan, and data sheet, evidence could not be found to demonstrate that she has the academic preparation or experience necessary to teach future dental assisting clinical courses.)

Medical Programs:

- Review the MEDI299 Externship syllabus and consider revising the teaching strategies, research, and grading sections to better reflect current procedures (the review of student files revealed possible differences between the medical externship syllabus and current procedures being followed).

From: Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485F246B6E74618A42FFBFBF0566D503-MWADLINGTON>
Sent: 5/23/2014 2:30:32 PM -0400
To: (b)(6)@kaplan.edu
Subject: Fwd: Westwood College - Denver North Campus (00027062) ACICS Visit , June 2 - 3, 2014
Attachments: Westwood College - Denver North Additional Documentation.zip; ATT00001.htm; Westwood College - Denver North CEP and ACA.zip; ATT00002.htm; Westwood College - Denver North Self Study Components.zip; ATT00003.htm

Hi Terry,

This email was sent some time ago.

Best regards,

Maurice Wadlington, M.Ed
Senior Accreditation Coordinator
 Accrediting Council for Independent Colleges and Schools
[750 First Street, NE | Suite 980 | Washington, DC 20002](http://750FirstStreetNE.com)
www.acics.org | [202.336.6779](tel:202.336.6779) - p | [202.842.2593](tel:202.842.2593) - f

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Begin forwarded message:

From: "Daniel Snyder" <(b)(6)@westwood.edu>
To: "Maurice Wadlington" <(b)(6)@acics.org>, (b)(6)@missouri.edu", (b)(6)@missouri.edu>, (b)(6)@mac.com" <(b)(6)@mac.com>, (b)(6)@sbcglobal.net" <(b)(6)@sbcglobal.net>, (b)(6)@yahoo.com" <(b)(6)@yahoo.com>, (b)(6)@atlanticbb.net" <(b)(6)@atlanticbb.net>, (b)(6)@careered.com" <(b)(6)@careered.com>, (b)(6)@verizon.net" <(b)(6)@verizon.net>, (b)(6)@kaplan.edu" <(b)(6)@kaplan.edu>, (b)(6)@gmail.com" <(b)(6)@gmail.com>, (b)(6)@comcast.net" <(b)(6)@comcast.net>, (b)(6)@mbj.us" <(b)(6)@mbj.us>
Cc: "Daniel Snyder" <(b)(6)@westwood.edu>
Subject: Westwood College - Denver North Campus (00027062) ACICS Visit , June 2 - 3, 2014

Dear ACICS Evaluation Team.

It is my pleasure to welcome you to the Westwood College – Denver North Campus. In preparation, the attached zipped folders contain the required materials as outlined in the New Grant Visit Letter:

Folder 1: Westwood College - Denver North Additional Documents

- Active Asset (Inventory of Equipment)
- Current Catalog
- Faculty and Staff Summary
- Class Schedule
- Program Update Form

Folder 2: Westwood College – Denver North CEP and ACA

- Campus Effectiveness Plan
- Academic Credit Analysis

Folder 3: Westwood College – Denver North Self Study Components

- Explanation
- Future Plans
- Self-Study Narrative

If I can be of further assistance to you prior to your arrival, please feel free to contact me directly.

Sincerely,

Daniel Snyder
 Campus President | Westwood College - Denver North and Denver South
 Campuses
 (303) 975-5010 Phone/Fax |
 (b)(6)@westwood.edu <mailto:(b)(6)@westwood.edu>
[Westwood.edu](http://www.westwood.edu/) <<http://www.westwood.edu/>> I
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 Twitter <<http://twitter.com/WestwoodColl>> I
 LinkedIn <http://www.linkedin.com/companies/166924?trk=saber_s000001e_1000
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14MAY Schedule

Code	Section	ClassSchedDescrip	RegStudents	ClassStart	ClassEnd
#SG380	N1	Systems Programming	3	5/29/2014	7/29/2014
ACCT120	D1	Principles of Accounting I	4	5/29/2014	7/29/2014
ACCT120	N1	Principles of Accounting I	13	5/29/2014	7/24/2014
ACCT122	N1	Principles of Accounting II	8	6/2/2014	7/28/2014
AGEN101	N1	Technical Applications for Today	7	6/3/2014	7/29/2014
AGEN120	N1	Technical Writing	13	5/30/2014	7/25/2014
AGEN120	N1	Technical Writing	13	6/27/2014	7/4/2014
AUTO104	N1	Automotive Electrical Systems II	6	5/30/2014	7/29/2014
AUTO104	D1	Automotive Electrical Systems II	4	5/29/2014	7/29/2014
AUTO108	N1	Automotive Engine Performance	6	5/28/2014	7/30/2014
AUTO109	N1	Automotive Engine Performance	4	5/29/2014	7/29/2014
AUTO160	D1	Automotive Shop Operations	8	5/29/2014	7/28/2014
AUTO160	N1	Automotive Shop Operations	11	6/2/2014	7/29/2014
AUTO161	D1	Automotive Electrical Systems	7	5/28/2014	7/30/2014
AUTO162	D1	Automotive Engine Repair I	10	5/28/2014	7/30/2014
AUTO163	N1	Automotive Engine Performance	4	5/28/2014	7/30/2014
AUTO164	D1	Automotive A/C and Climate Cor	19	5/28/2014	7/30/2014
AUTO201	D1	Automotive Suspension and Stee	6	5/28/2014	7/30/2014
AUTO203	D1	Automatic Transmissions and Tra	4	5/28/2014	7/30/2014
AUTO203	N1	Automatic Transmissions and Tra	6	5/28/2014	7/30/2014
BIOL171	N1	Anatomy and Physiology II	8	5/29/2014	7/29/2014
BUSN100	N1	Introduction to Business	10	6/3/2014	7/29/2014
BUSN210	D1	Introduction to Business Law	7	5/30/2014	7/25/2014
CADD230	N1	Commercial Architecture Design	5	5/28/2014	7/30/2014
CADD230	N1	Commercial Architecture Design	5	6/11/2014	6/18/2014
CADD230	N1	Commercial Architecture Design	5	6/25/2014	7/2/2014
CADD230	N1	Commercial Architecture Design	5	7/9/2014	7/16/2014
CADD230	N1	Commercial Architecture Design	5	7/16/2014	7/23/2014
CNMT260	N1	Construction Planning and Sched	4	5/31/2014	7/29/2014
CNMT260	N1	Construction Planning and Sched	4	6/14/2014	6/21/2014
CNMT260	N1	Construction Planning and Sched	4	6/28/2014	7/5/2014
CNMT260	N1	Construction Planning and Sched	4	7/12/2014	7/19/2014
CNMT270	N1	Green Building Trends and Techr	5	5/28/2014	7/30/2014
COMM112	N1	Communication Skills	3	6/2/2014	7/28/2014
CRJS101	N1	Introduction to Criminal Justice	9	6/3/2014	7/29/2014
CRJS111	D1	Introduction to Policing	15	5/29/2014	7/24/2014
CRJS131	N1	Criminology	9	5/29/2014	7/24/2014
CRJS161	D1	Juvenile Justice	9	6/2/2014	7/29/2014
CRJS406	N1	Terrorism	7	6/2/2014	7/28/2014
CRJS460	N1	Criminal Justice and Public Policy	8	5/28/2014	7/30/2014
DENT101	D1	Introduction to the Dental Profe:	4	5/28/2014	7/30/2014
DENT101	N1	Introduction to the Dental Profe:	0	5/28/2014	7/30/2014
DENT110	D1	Dental Science and Preclinical Pr	4	5/29/2014	7/24/2014
DENT120	N1	Clinical Procedures	3	6/3/2014	7/29/2014
DENT120	D1	Clinical Procedures	6	6/2/2014	7/28/2014
ENGL098	D1	Fundamentals of English	13	5/28/2014	7/30/2014

14MAY Schedule

ENGL098	N1	Fundamentals of English	8	5/28/2014	7/30/2014
ENGL121	D1	College Writing I	24	5/28/2014	7/30/2014
ENGL121	N1	College Writing I	34	5/28/2014	7/30/2014
FINC101	N1	Introduction to Finance	17	6/3/2014	7/29/2014
FINC101	D1	Introduction to Finance	8	5/29/2014	7/29/2014
GRHD131	D1	Digital Layout	6	5/28/2014	7/30/2014
GRHD241	D1	Fundamentals of Web Design	8	5/28/2014	7/30/2014
HINT110	N1	Introduction to Health Informati	2	5/29/2014	7/24/2014
HINT175	N1	Electronic Health Records	4	5/28/2014	7/30/2014
HINT175	N1	Electronic Health Records	4	6/11/2014	6/18/2014
HINT250	N1	Statistics, Research, and Manage	2	6/3/2014	7/29/2014
HINT250	N1	Statistics, Research, and Manage	2	6/10/2014	6/17/2014
HLTH105	D1	Medical Terminology	10	6/2/2014	7/28/2014
HLTH115	N1	Pharmacology for Health Profess	2	5/30/2014	7/25/2014
HLTH135	N1	Medical Insurance and Administr	8	5/28/2014	7/30/2014
HLTH150	D1	Medical Law and Ethics	8	5/28/2014	7/30/2014
HLTH200	N1	Pathophysiology	5	5/28/2014	7/30/2014
HUMN180	D1	Ethical and Critical Thinking	14	5/29/2014	7/29/2014
HUMN180	N1	Ethical and Critical Thinking	13	5/29/2014	7/24/2014
ITCS101	D1	Computer Applications	14	5/28/2014	7/30/2014
ITCS101	N1	Computer Applications	17	6/3/2014	7/29/2014
ITCS103	N1	Desktop Operating Systems	28	5/28/2014	7/30/2014
ITCS105	N1	Linux Operating Systems	15	5/29/2014	7/29/2014
ITCS206	N1	Installing and Configuring Windo	22	5/29/2014	7/29/2014
ITCS207	N1	Administering Windows Server	6	5/28/2014	7/30/2014
ITNW115	N1	Introduction to Networks	10	5/28/2014	7/30/2014
ITNW250	N1	Routing Protocols and Concepts	7	5/28/2014	7/30/2014
ITNW260	IS	LAN Switching	4	5/28/2014	7/30/2014
ITNW270	N1	WAN Technologies	10	5/28/2014	7/30/2014
MATH098	D1	Fundamentals of College Mather	15	5/30/2014	7/29/2014
MATH098	N1	Fundamentals of College Mather	10	5/30/2014	7/25/2014
MATH107	D1	College Mathematics	19	5/30/2014	7/29/2014
MATH107	N1	College Mathematics	23	5/30/2014	7/25/2014
MATH331	D1	Calculus	10	5/28/2014	7/30/2014
MEDI230	D1	Pharmacology	9	6/3/2014	7/29/2014
MEDI299	D1	Externship	3	5/28/2014	7/30/2014
MGMT200	D1	Managing Stress and Conflict in t	6	5/29/2014	7/29/2014
MGMT330	D1	Managerial Communications	3	5/28/2014	7/30/2014
MGMT480	N1	Management Capstone	8	5/28/2014	7/30/2014
MGMT480	N1	Management Capstone	8	6/11/2014	6/18/2014
MGMT480	N1	Management Capstone	8	6/25/2014	7/2/2014
PARA180	N1	Family Law	6	5/29/2014	7/24/2014
PARA220	N1	Civil Litigation	5	6/3/2014	7/29/2014
PDEV111	D1	Success Strategies	13	5/28/2014	7/30/2014
PDEV111	N1	Success Strategies	28	5/29/2014	7/24/2014
PDEV200	D1	Career Management	25	5/29/2014	7/29/2014
PDEV200	N1	Career Management	15	5/28/2014	7/30/2014

14MAY Schedule

PHYS121	N1	Introduction to Physical Science	20	5/28/2014	7/30/2014
PHYS121	D1	Introduction to Physical Science	9	5/28/2014	7/30/2014
POLS107	N1	American Government	17	6/2/2014	7/28/2014
POLS107	D1	American Government	12	5/29/2014	7/29/2014
PSYC101	N1	Introduction to Psychology	11	5/30/2014	7/25/2014
SGPG215	D1	3D Graphics Programming	13	5/28/2014	7/30/2014
SGPG430	D1	Game Porting Basics	8	5/28/2014	7/30/2014
SGPG455	D1	Game Project Management	6	5/28/2014	7/30/2014
SGPG490	D1	Game Software Senior Project	10	5/28/2014	7/30/2014
SOCS121	N1	Human Relations	16	6/3/2014	7/29/2014
SOCS299	D1	Technology and Society	13	5/29/2014	7/29/2014
SOCS299	N1	Technology and Society	8	6/2/2014	7/28/2014

14MAY Schedule

TeacherDescrip	StartTime	EndTime	Room	DAYS
Omar Salem	5:30:00 PM	8:18:00 PM	324	T R
Star Loggins	8:00:00 AM	10:30:00 AM	332	T R
Star Loggins	5:30:00 PM	10:30:00 PM	224	R
Erica R Manuel	5:30:00 PM	10:30:00 PM	224	M
Donna Eastman	5:30:00 PM	11:04:00 PM	221	T
Gayle Bodine	5:30:00 PM	11:04:00 PM	222	F
Gayle Bodine	8:00:00 AM	1:30:00 PM	222	S
Joe Gearhart	6:00:00 PM	10:25:00 PM	327	T F
Dwayne Frank	8:00:00 AM	12:10:00 PM	325	T R
Joe Gearhart	6:00:00 PM	9:57:00 PM	327	M W
Alan Johnson	6:00:00 PM	10:10:00 PM	304	T R
Kenneth Burnum	8:00:00 AM	1:34:00 PM	306	M R
Scott Bowles	5:30:00 PM	11:04:00 PM	325	MT
Greg Begun	1:30:00 PM	7:20:00 PM	304	T R
Kenneth Burnum	12:15:00 PM	5:50:00 PM	306	T R
Jerome Seubert	5:55:00 PM	11:30:00 PM	325	T R
Greg Begun	1:00:00 PM	6:16:00 PM	304	M W
Dwayne Frank	8:00:00 AM	12:10:00 PM	304	T R
Greg Begun	8:00:00 AM	11:57:00 AM	304	M W
Alan Johnson	6:00:00 PM	9:57:00 PM	306	M W
Derek Patton	5:30:00 PM	8:34:00 PM	227	T R
Violet Rayne	5:30:00 PM	10:30:00 PM	321	T
Randall Doizaki	8:00:00 AM	1:38:00 PM	224	F
Michael Rounds	5:30:00 PM	10:30:00 PM	220 A	W
Michael Rounds	8:00:00 AM	1:00:00 PM	220 A	S
Michael Rounds	8:00:00 AM	1:00:00 PM	220 A	S
Michael Rounds	8:00:00 AM	1:00:00 PM	220 A	S
Michael Rounds	8:00:00 AM	1:00:00 PM	220 A	S
Mark House	5:30:00 PM	10:30:00 PM	302	T
Mark House	8:00:00 AM	2:40:00 PM	332	S
Mark House	8:00:00 AM	2:40:00 PM	332	S
Mark House	8:00:00 AM	2:40:00 PM	332	S
Frank Sturgell	5:30:00 PM	10:30:00 PM	220 B	T
April Samaras	5:30:00 PM	10:30:00 PM	332	M
Corry Powers	6:00:00 PM	11:00:00 PM	244	T
Jonathan Key	8:00:00 AM	1:00:00 PM	244	R
Jennifer Duncan	5:30:00 PM	10:30:00 PM	225	R
Jennifer Duncan	8:00:00 AM	1:00:00 PM	225	M
Corry Powers	6:00:00 PM	11:00:00 PM	244	M
Randall Doizaki	5:30:00 PM	10:30:00 PM	244	R
Carol Rykiel	8:00:00 AM	10:23:00 AM	204	TW
Carol Rykiel	5:45:00 PM	10:45:00 PM	204	T
Carol Rykiel	8:00:00 AM	1:34:00 PM	204	R
Susan Cotten	5:00:00 PM	11:07:00 PM	204	T
Carol Rykiel	8:00:00 AM	2:07:00 PM	204	M
Audrey Theisen	1:30:00 PM	4:00:00 PM	322	W F

14MAY Schedule

Audrey Theisen	5:30:00 PM	10:00:00 PM	322	W
Michone Duffy	1:30:00 PM	4:00:00 PM	323	W F
Michone Duffy	5:30:00 PM	10:00:00 PM	323	W
Aninda Shome	5:30:00 PM	10:30:00 PM	224	T
Michelle Glasmann	8:00:00 AM	10:30:00 AM	224	T R
John Wilbanks	9:00:00 AM	12:42:00 PM	302	M W
David Atkins	1:00:00 PM	4:42:00 PM	302	M W
Patricia Carson-Pelis	5:00:00 PM	11:07:00 PM	222	R
Audrey Theisen	5:00:00 PM	11:00:00 PM	222	M
Audrey Theisen	8:00:00 AM	2:00:00 PM	222	S
Patricia Carson-Pelis	5:30:00 PM	11:00:00 PM	222	T
Patricia Carson-Pelis	8:00:00 AM	1:30:00 PM	222	S
Lisa Lovato	8:00:00 AM	1:00:00 PM	229	M
Dennis Steuerwald	5:30:00 PM	11:08:00 PM	202	F
Lisa Lovato	6:00:00 PM	9:26:00 PM	326	M W
Patricia Carson-Pelis	8:00:00 AM	12:30:00 PM	229	W
Dennis Steuerwald	6:00:00 PM	8:30:00 PM	229	M W
Santino Delcastillo	1:30:00 PM	4:00:00 PM	323	T R
Santino Delcastillo	5:30:00 PM	10:30:00 PM	TBD	R
Donna Eastman	10:40:00 AM	1:18:00 PM	337	M W
Rodney Brown	5:15:00 PM	10:49:00 PM	326	T
Rodney Brown	5:30:00 PM	9:12:00 PM	322	M W
Charles Bradford	5:30:00 PM	9:24:00 PM	222	T R
Mark Weiland	5:30:00 PM	9:08:00 PM	337	T R
Mark Weiland	5:30:00 PM	9:08:00 PM	322	M W
Aquiles Gelabert	5:30:00 PM	9:27:00 PM	337	M W
Clay Chandler	5:30:00 PM	9:40:00 PM	335	T R
Clay Chandler	8:00:00 AM	3:30:00 PM	335	W
Clay Chandler	5:30:00 PM	9:27:00 PM	335	M W
Jennifer Lejean	10:45:00 AM	1:24:00 PM	321	T F
Jennifer Lejean	5:00:00 PM	10:38:00 PM	323	F
Haleh Zarrini	10:45:00 AM	1:25:00 PM	323	T F
Hossein Hosseini	5:00:00 PM	10:38:00 PM	321	F
Hossein Hosseini	10:45:00 AM	1:08:00 PM	333	M W
Dennis Steuerwald	8:00:00 AM	2:40:00 PM	202	T
Karen Garcia	8:00:00 AM	5:53:00 AM	202	F
Joshua Mason	1:30:00 PM	4:00:00 PM	224	T R
Joshua Mason	10:45:00 AM	1:08:00 PM	224	M W
Michelle Glasmann	5:30:00 PM	10:00:00 PM	224	W
Michelle Glasmann	8:00:00 AM	1:00:00 PM	224	S
Michelle Glasmann	8:00:00 AM	1:00:00 PM	224	S
Judith Bernstein	5:30:00 PM	10:30:00 PM	225	R
Judith Bernstein	5:30:00 PM	10:30:00 PM	244	T
Lisa Hopsicker	8:00:00 AM	10:23:00 AM	321	M W
Lisa Hopsicker	5:30:00 PM	10:30:00 PM	321	R
Patricia Carson-Pelis	1:30:00 PM	4:00:00 PM	221	T R
Patricia Carson-Pelis	5:30:00 PM	10:30:00 PM	221	M

14MAY Schedule

Hossein Zarrini	5:30:00 PM	10:00:00 PM	321	W
Hossein Zarrini	1:30:00 PM	4:00:00 PM	321	W F
Annette Bybee	5:30:00 PM	10:30:00 PM	323	M
Annette Bybee	10:45:00 AM	1:15:00 PM	322	T R
Lucas Johns	5:00:00 PM	10:38:00 PM	223	F
Omar Salem	1:10:00 PM	4:36:00 PM	324	M W
Omar Salem	1:00:00 PM	4:37:00 PM	232	T R
Thomas Potter	8:00:00 AM	11:26:00 AM	232	M W
Omar Salem	7:00:00 AM	10:26:00 AM	324	M W
Lucas Johns	5:30:00 PM	10:30:00 PM	323	T
Seana Malone	8:00:00 AM	10:30:00 AM	322	T R
Seana Malone	5:30:00 PM	10:30:00 PM	322	M



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Select One

Select One

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							A	M	E
SAMPLE, Sally Mae	F	02-01-1998	PT	MBA - Washington University, MO - Business	Intro to Business	B	4.0	0.0	2.0
Staff									
Abney, Audrey	AD	04.06.2011	FT	MA, Webster University Management/Leadership BA, Limestone College Human Resources Dev	Executive Assistant	M			
Becker, Fred	AD	12.09.2013	FT	N/A	Admissions Representative	N/A			
Brown, Beverly	AD	06.27.2012	FT	Diploma, Kaplan College Pharmacy Technician BS, Longwood College Psychology	Career Advisor	B			
Campbell, Ginny	AD	08.21.2013	FT	BA, Northern Arizona U	Career Advisor	B			



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							A	M	E
Clifton, Anne	AD	02.18.2010	FT	N/A	Assistant Director Fin Aid	N/A			
Dejong, Ron	AD	01.14.2002	FT	BS, U of Northern Colorado Business Management	Director of Admissions	B			
Florez, Dina	AD	07.14.2000	FT	BS, Westwood College	Assistant Director Admissions	B			
Guardiola, Armando	AD	06.15.2010	FT	MA, Regis University, Accounting B.A. - Regis University, Social Science	Director Student Finance	M			
Gutierrez, Roberta	AD	01.20.2003	FT	N/A	Student Advisor	N/A			



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							A	M	E
Harmon, Amity	AD	12.09.2013	FT	N/A	Admissions Representative	N/A			
Hartley, Paula	AD	05.22.2013	FT	N/A	Student Advisor	N/A			
Hopkins, Dianne	AD	06.18.2001	FT	Master - Eastern Michigan University, MI: Guidance & Counseling B.A. - Madonna University, MI: Gerontology A.A.S. - Oakland Community College, MI:	Director Student Support	M			
Jeffcoat, Vivian	AD	05.27.10	FT	Masters of Secondary Teaching University of Nebraska-Lincoln Curriculum and Instruction BS, Regis University, Business Admin	Academic Dean and Onsite Administrator	M			
Jordan, Rebecca	AD		FT	BS, U of Texas at San Antonio Health	Admissions Representative	BS			



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							A	M	E
Klauss, Julie		11.09.2009	PT	MS, U of Illinois at Urbana-Champaign Library and Information Science BA, U of Colorado at Boulder Fine Arts	Librarian	M			
Lahssini, Ahlam	AD	11.13.2013	FT	BA, Colorado Heights University International Business	Registrar	B			
Madelans, Malaina	AD	10.15.2009	FT	BA, University of Colorado Science, English and History	Admissions Representative				
Maldonado, Kayla	AD	06.19.2013	FT	BA, Westwood College Business Management	Financial Aid Advisor	B			
Montoya, Gabriel	AD	09.10.2012	FT	N/A	Admissions Representative	N/A			



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							A	M	E
Niepoth, Shannon	AD	05.07.2007	FT	BA - Art Institute Graphic Design	Admissions Representative	B			
Phelps, Amanda	AD	03.21.2011	FT	N/A	Admissions Representative	N/A			
Rodriguez, Adrian	AD	07.10.2007	FT	N/A	Student Advisor	N/A			
Russell, Eveliina	AD	09.04.2013	FT	N/A	Admissions Representative	N/A			
Snyder, Dan	AD	02.11.2008	FT	M.A. - University of Northern Colorado, CO: Physical Education: Kinesiology B.S. - University of Northern Colorado, CO: Kinesiology	Campus President	M			



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							A	M	E
Stutz, Edward	AD	01.14.2013	FT	BS, Westwood College Information System Security	Campus Systems Administrator	B			
Walker, Bret	AD	01.22.2014		BS, U of Nebraska at Kearney Organization Communications	Director of Career Services	B			

Faculty

Atkins, David	F	03.19.2014	PT	BFA, Art Institute of Colorado Media, Arts, Animation	Fundamentals of Web Design	B		4.5	
Begun, Greg	F	03.08.2000	FT	Certificate, ATC Aurora Technical Center Automotive	Automotive Elec Systems. Automotive A/C & Climate Control System Automatic Transmissions and Transaxles II	C	16.5		



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							A	M	E
Bernstein, Judith	F	05.29.2011	PT	JD, Thomas M. Cooley Law School Law BPS, Pace University Community Development	Family Law Civil Litigation	JD			9.0
Bodine, Gayle	F	08.06.2009	PT	MA Ed, University of Phoenix Education, Educational Counseling	Technical Writing	M			4.5
Bowles, Scott	F	01.08.2014	PT	AOS, Denver Automotive and Diesel College Automotive Technology	Automotive Shop Operations	AA			6.0
Bradford, Charles	F	03.16.2005	FT	MS, University of Phoenix Computer I BS, University of Cincinnati Info Proc Sys	Linux Operating Systems	M			4.5
Brown, Rodney	F	03.19.2014	PT	MBA, DeVry University Information Systems Management BS, DeVry University Computer Information Systems	Desktop Operating Systems Computer Applications	M			9.0



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							A	M	E
Burnum, Kenneth	F	03.20.2013	FT	BBA, Texas State University Business Administration	Automotive Shop Operations Automotive Engine Repair I	B	6.0	6.0	6.0
Bybee, Annette	F	01.09.13	PT	JD, University of LaVerne Law Arizona State University Political Science	American Government	JD	4.5		4.5
Carson-Pelis, Patricia	F	09.16.2013	FT	MS, Regis University Health Services Administration BS, Regis University Computer Information Systems AAS, Arapahoe Community College Health Information Technology	Career Management Introduction to Health Information Technology Statistics, Research and Management in Health Medical Law & Ethics	M	4.5	4.5	13.5
Chandler, Clay	F	10.15.2001	FT	MA, University of Phoenix Organizational Management BS, North Arizona University Mechanical Engineering	Routing Protocols and Concepts LAN Switching WAN Technologies	M	4.5		9.0



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							A	M	E
Cotton, Susan	F	03.19.2014	PT	BS, University of Colorado Dental Hygiene	Clinical Procedures				4.5
DelCastillo, Santino	F	01.08.2014	PT	MA, Regis University Literature and Christian Ethics BA, Regis University Social Science	Ethical and Critical Thinking	M		4.5	4.5
Doizaki, Randall	F	03.19.2014	PT	MS, Regis University Organizational Leadership BS, National American University Applied Management AAS, Arapahoe Community College Criminal Justice	Criminal Justice & Public Policy Introduction to Business Law	M	4.5		4.5
Duffy, Michone	F	03.19.2014	PT	MA, University of Northern Colorado English BA, University of Northern Colorado English, Liberal Arts	College Writing I	M		4.5	4.5



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							A	M	E
Duncan, Jennifer	F	03.16.2011	PT	MS, Boston University Criminal Justice Certificate, Denver Paralegal Institute Paralegal BS, Metropolitan State College of Denver Criminal Justice & Criminology	Criminology Juvenile Justice	M	4.5		4.5
Eastman, Donna	F	3/19.2014	PT	MS, Penn State Engineering Science BS, Penn State Computer Science	Technical Applications for Today's Society	M			4.5
Frank, Dwayne	F	03.20.2013	PT	N/A	Automotive Suspension Automotive Electrical Systems II	N/A	9.0		
Garcia, Karen	F	01.09.13	FT	MS, Colorado State University Education BS, Kaplan University Healthcare	Externship	M	6.5		
Gearhart, Joe	F	06.23.2003	PT	BS, Liberty University Multidisciplinary Studies AOS, Westwood College Automotive Technology	Automotive Electrical Systems II Automotive Engine Performance	B			9.0



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							A	M	E
Gelabert, Aquiles	F	05.23.2012	PT	MS, University of St. Thomas Information Systems BA, University of St. Thomas General Studies, Management	Introduction to Networks	M			4.5
Glasmann, Michelle	F	03.19.2014	PT	MBA, Regis University Business Med, Regis University Education BS, University of Colorado Business AA, Red Rocks Community College Economics AA Red Rocks Community College Psychology AA, Red Rocks Community College Business	Management Capstone Introduction to Finance	M	4.5		4.5
Hopsicker, Lisa	AD	05.24.2006	FT	MA, Arizona State University Social Work BS, Hartwick Psychology	Success Strategies	M	4.5		4.5



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							A	M	E
Hosseini, Hossein	F	03.04.2012	FT	PhD, Colorado School of Mines Petroleum Engineering MSc, University of Colorado at Denver International Business MS, University of Kansas Petroleum Engineering BS, University of Kansas Petroleum Engineering	Calculus College Mathematics	PhD	4.5		4.5
House, Mark	F	05.28.14	PT	MBA, Regis University Business Administration BS, National University Information Technology AS, Riverside Community General Education	Construction Planning and Scheduling	M			4.5
Johns, Lucas	F	03.19.2014	PT	DEd, Argosy University Counseling Education Supervision MS, U of Nebraska-Kearney Community Counseling	Human Relations Introduction to Psychology				9.0
Johnson, Alan	F	08.30.2012	PT	N/A	Automatic Transmissions and Transaxles II Automotive Engine Performance	N/A			9.0



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							A	M	E
Key, Jonathan	F	08.03.2011	PT	MA, University of Denver Forensic Psychology BA, Washington State University Criminal Justice/Psychology	Introduction to Policing	M	4.5		
Lejean, Jennifer	F	03.19.2014	FT	MA, University of Colorado-Denver Secondary Math Ed BS, Illinois State University Elementary Education	Fundamentals of College Mathematics	M	4.5		4.5
Loggins, Star	F	01-14-2000	PT	MBA, Colorado Technical University Finance MBA, Colorado Technical University Accounting	Principles of Accounting I	M	4.5		4.5
Lovato, Lisa	F	05.23.2012	PT	AOS, Cambridge College Health Management, Medical Assisting	Medical Terminology Medical Insurance & Admin	AA	9.0		
Malone, Seana	F	03.19.2014	PT	MA, Regis University Psychology BS, University of Colorado-Boulder Business	Technology and Society	M	4.5		4.5



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							A	M	E
Manuel, Erica	F	05.28.14	PT	MBA, University of Phoenix Business BS, University of Phoenix Management AS, Delgado Community College Accounting	Principles of Accounting II	M			4.5
Mason, Joshua	F	10.16.13	FT	MA, University of Phoenix Management BS, University of Phoenix Business Management	Managing Stress & Conflict in the Workplace Managerial Communications	M		9.0	
Patton, Derek	F	08.17.2003	PT	MS, University of Northern Colorado Biomedical Sciences BA, University of Colorado Molecular, cellular and Developmental	Anatomy and Physiology II	M			4.5
Potter, Thomas	F	01.06.2012	PT	MBA, Colorado Technical University Technology Management BS, Westwood College Game Software Development	Game Network Programming Game Project Management	M	4.5		4.5
Powers, Cory	F	03.16.2011	PT	MS, Boston University Criminal Justice BS, University of Phoenix Criminal Justice	Introduction to Criminal Justice Terrorism	M			9.0



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B = Bachelor
M = Master

Select One

Select One

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load		
							A	M	E
Rayne, Violet	F	08.03.2011	PT	MBA, Webster University Business Administration MA, Webster University Human Resources Development	Introduction to Business	M			4.5
Rounds, Michael	F	05.29.14	PT	BA, University of Idaho Architecture	Commercial Architecture Design	B			4.5
Rykiel, Carol	F	12.09.2013	FT	MS, Colorado State University Management BS, University of Colorado Dental Hygiene	Clinical Procedures Dental Science & PreClinical Intro to Dental Profession	M	13.5		4.5
Salem, Omar	F	08.03.2000	FT	MS, University of Pennsylvania Engineering (Computer & Info Science) BS, Texas Southern University Computer Science	3D Graphics Programming Game Porting Basics Game Software Senior Systems Prgramming	M	13.5		3.5
Samaras, April		05.28.2014	PT	MA, University of North Carolina-Charlotte English BA, University of North Carolina-Charlotte English	Communication Skills	M			4.5



FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

Institution Name Westwood College-North Campus
 City, State Denver, CO
 ID 00027062

Duties
AD = Administrative
RA = Recruitment / Admissions
FA = Financial Aid
SS = Student Services
OT = Other

Credential Level
C = Certificate
D = Diploma
OA = Occupational /
AA = Academic Ass
B = Bachelor
M = Master

Select One

Select One

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load		
							A	M	E
Seubert, Jerome	F	05.23.2012		AOS, Arapahoe Community College Automotive Service Technician	Automotive Engine Performance II	AA			6.0
Shome, Aninda	F	05-28-2014	PT	PhD, Argosy University Business Admin	Intro to Finance	PhD			4.5
Steuerwald, Dennis	F	08.04.2010	PT	BS, University of Denver Psychology AOS, College America Medical Specialties	Pathophysiology Pharmacology for Health Professions Pharmacology	B	4.5		9.0
Sturgell, Frank	F	10.10.2012	FT	MA, University of Colorado at Denver Architecture BS, Michigan State University Building Construction Management	Green Building Trends and Technology	M			4.5
Theisen, Audrey		09.06.2013	PT	MA, University of Phoenix Computer Information Systems BS, St. Mary College Business	Fundamentals of English Electronic Health Records	M	4.5		9.0
Weiland, Mark	F	05.28.2014	PT	MA, University of Northern Colorado Fine Arts BA, University of Northern Colorado Fine Arts/K12 Art, Science	Administering Windows Server Installing and Configuring Windows Server	M			9.0



FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

Institution Name Westwood College-North Campus
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D = Diploma
OA = Occupational /
AA = Academic Ass
B = Bachelor
M = Master

Select One

Select One

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load		
							A	M	E
Wilbanks, John	F	03.19.2014	PT	MA, University of Phoenix Organizational Management BFA, Rocky Mountain College Art & Design Advertising & Graphic Design, Illustration	Digital Layout	M	4.5		
Zarrini, Haleh	F	03.19.2014	PT	MS, University of Colorado Electrical Engineering BS, University of Oroumieh Physics	College Mathematics	M	4.5		
Zarrini, Hossein	F	01.08.2014	PT	M.A. City University of New York, NY: Computer Science B.S. - Amir Kabir University (Poly Technic), Iran: Electrical Engineering	Introduction to Physical Science	M	4.5		4.5

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ACICS PROGRAM UPDATE FORM

1. What is the current number of students enrolled?

350

2. List the enrollment in each program by full-time and part-time status and by day and evening. Use additional pages if necessary.

Name of Program	Total Enrollment	Full-time	Part-time	Day	Evening
Associate of Applied Science: Business Administration	38	29	9	23	15
Associate of Applied Science: Computer Aided Design/Architectural Drafting	5	4	1	0	5
Associate of Applied Science: Construction Management	11	9	2	0	11
Associate of Applied Science: Criminal Justice	28	19	9	20	8
Associate of Applied Science: Dental Assisting	12	10	2	8	4
Associate of Applied Science: Graphic Design	7	5	2	4	3
Associate of Applied Science: Health Information Technology	6	5	1	0	6
Associate of Applied Science: Information and Network Technologies	14	9	5	1	13
Associate of Applied Science: Medical Assisting	35	26	9	22	13
Associate of Applied Science: Medical Office Management	1	1	0	0	1
Associate of Applied Science: Paralegal	6	6	0	0	5
Associate of Applied Science: Surveying	0	0	0	0	0
Associate of Occupational Studies: Automotive Technology	61	46	15	33	28
Associate of Occupational Studies: Information Technology	40	27	13	2	38
Associate of Occupational Studies: Medical Assisting	0	0	0	0	0
Bachelor of Science: Major in Fashion Merchandising	0	0	0	0	0
Bachelor of Science: Business Administration: Major in Management	17	14	3	9	8
Bachelor of Science: Construction Management	5	5	0	0	5
Bachelor of Science: Criminal Justice: Major in Administration	21	15	6	11	10
Bachelor of Science: Graphic Design: Major in Game Art	1	0	1	1	0
Bachelor of Science: Software Development: Major in Game Software Development	33	25	8	33	0
Bachelor of Science: Information and Network Technologies: Major in CISCO Network Systems	9	7	2	4	5
Bachelor of Science: Information Technology - Systems Security	0	0	0	0	0
Bachelor of Science: Interior Design	0	0	0	0	0
Bachelor of Science: Web Design and Multimedia	0	0	0	0	0



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID:		Institution Name:	Westwood College	
Program Name:	Automotive Technology - Associate of Occupational Studies		Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	x	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				465.00	960.00	-	1,425.00	46.50	48.00	-	94.50
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
AUTO160	Automotive Shop Operations	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
AUTO161	Automotive Electrical Systems	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
AUTO162	Automotive Engine Repair I	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
AUTO163	Automotive Engine Performance I	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
AUTO164	Automotive A/C and Climate Control Systems	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
AUTO165	Manual Transmissions and Drivetrains	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
AUTO166	Automotive Brake Systems	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
AUTO167	Automotive Suspension and Steering	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
AUTO261	Automotive Engine Repair II	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
AUTO262	Automotive Engine Performance II	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
AUTO263	Automatic Transmissions and Transaxles	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
AUTO264	Advanced Engine Performance	N	N	20.00	80.00		100.00	2.00	4.00	-	6.0
ENGL121	College Writing I	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00			45.00	4.50	-	-	4.5
MATH107	College Mathematics	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00			45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00			45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID:		Institution Name:	Westwood College	
Program Name:	Business Administration		Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	X	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				890.00	20.00	-	910.00	89.00	1.00	-	90.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ACCT120	Principles of Accounting I	N	N	45.00			45.00	4.50	-	-	4.5
ACCT122	Principles of Accounting II	N	N	45.00			45.00	4.50	-	-	4.5
BUSN100	Introduction to Business	N	N	45.00			45.00	4.50	-	-	4.5
BUSN210	Introduction to Business Law	N	N	45.00			45.00	4.50	-	-	4.5
FINC101	Introduction to Finance	N	N	45.00			45.00	4.50	-	-	4.5
HRMT110	Principles of Human Resource Management	N	N	45.00			45.00	4.50	-	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
MGMT100	Principles of Management	N	N	45.00			45.00	4.50	-	-	4.5
MKTG100	Principles of Marketing	N	N	45.00			45.00	4.50	-	-	4.5
ENGL121	College Writing I	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH170	College Algebra I	Y	N	45.00			45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00			45.00	4.50	-	-	4.5
POLS107	American Government	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS299	Technology and Society	Y	N	45.00			45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00			45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00			45.00	4.50	-	-	4.5
ELECTIVES				130.00	10.00		140.00	13.00	0.50	-	13.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College	
Program Name:	Business Administration (Electives)		Program Length (wks)	

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	X	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				220.00	10.00	-	230.00	22.00	0.50	-	22.50
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ITCS201	Advanced Business Software Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
MGMT200	Managing Stress and Conflict in the Workplace	N	N	45.00	-		45.00	4.50	-	-	4.5
MGMT225	Essentials of Project Management	N	N	45.00	-		45.00	4.50	-	-	4.5
MGMT230	Principles of Small Business Management	N	N	45.00	-		45.00	4.50	-	-	4.5
MKTG210	Customer Service	N	N	45.00	-		45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College	
Program Name:	Construction Management		Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

**DE = Distance Education*

TOTALS				1,655.00	290.00	-	1,945.00	165.50	14.50	-	180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ACCT120	Principles of Accounting I	N	N	45.00			45.00	4.50	-	-	4.5
BUSN100	Introduction to Business	N	N	45.00			45.00	4.50	-	-	4.5
CNMT100	Introduction to Construction Management	N	N	45.00			45.00	4.50	-	-	4.5
CNMT111	Construction Materials and Methods I	N	N	45.00			45.00	4.50	-	-	4.5
CNMT121	Construction Materials and Methods II	N	N	45.00			45.00	4.50	-	-	4.5
CNMT140	Construction Documents and Graphics	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CNMT230	Building Codes and Inspection	N	N	45.00			45.00	4.50	-	-	4.5
CNMT250	Construction Estimating I	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
MGMT100	Principles of Management	N	N	45.00			45.00	4.50	-	-	4.5
CNMT220	Construction Safety	N	N	45.00			45.00	4.50	-	-	4.5
CNMT240	Construction Law and Contracts	N	N	45.00			45.00	4.50	-	-	4.5
CNMT260	Construction Planning and Scheduling	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CNMT335	Mechanical and Electrical Systems	N	N	45.00			45.00	4.50	-	-	4.5
CNMT411	Construction Estimating II	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CNMT421	Productivity and Cost Control	N	N	45.00			45.00	4.50	-	-	4.5
CNMT431	Construction Project Management and Administration	N	N	45.00			45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

Institution ID:		Institution Name:	Westwood College			
Program Name:	Construction Management				Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	X	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

**DE = Distance Education*

TOTALS				1,655.00	290.00	-	1,945.00	165.50	14.50	-	180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CNMT480	Construction Management Capstone	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
COMM305	Public Speaking	Y	N	45.00			45.00	4.50	-	-	4.5
ECON310	Economics	Y	N	45.00			45.00	4.50	-	-	4.5
ENGL121	College Writing I	Y	N	45.00			45.00	4.50	-	-	4.5
ENGL221	College Writing II	Y	N	45.00			45.00	4.50	-	-	4.5
HIST420	Contemporary History	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN250	Humanities	Y	N	45.00			45.00	4.50	-	-	4.5
LITR301	Introduction to Literature	Y	N	45.00			45.00	4.50	-	-	4.5
MATH170	College Algebra I	Y	N	45.00			45.00	4.50	-	-	4.5
MATH211	Geometry	Y	N	45.00			45.00	4.50	-	-	4.5
POLS107	American Government	Y	N	45.00			45.00	4.50	-	-	4.5
PSYC101	Introduction to Psychology	Y	N	45.00			45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS321	Intercultural Relations	Y	N	45.00			45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00			45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00			45.00	4.50	-	-	4.5
	ELECTIVES			185.00	80.00		265.00	18.50	4.00	-	22.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID:		Institution Name:	Westwood College			
Program Name:	Construction Management (Electives)				Program Length (wks)	

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				455.00	80.00	-	535.00	45.50	4.00	-	49.50
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ACCT122	Principles of Accounting II	N	N	45.00			45.00	4.50	-	-	4.5
CNMT150	Advanced Construction Graphics	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CNMT160	Fundamentals of Construction Surveying	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CNMT270	Green Building Trends and Technology	N	N	45.00			45.00	4.50	-	-	4.5
CNMT325	Above and Below Grade Structures	N	N	45.00			45.00	4.50	-	-	4.5
CNMT360	Construction Equipment Operations	N	N	45.00			45.00	4.50	-	-	4.5
CNMT401	Construction Software Applications	N	N	45.00			45.00	4.50	-	-	4.5
ENVR313	Environmental Studies	N	N	45.00			45.00	4.50	-	-	4.5
HRMT110	Principles of Human Resource Management	N	N	45.00			45.00	4.50	-	-	4.5
POLS423	Political Science	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS299	Technology and Society	Y	N	45.00			45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID:		Institution Name:	Westwood College	
Program Name:	Construction Management		Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	X	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				835.00	130.00	-	965.00	83.50	6.50	-	90.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ACCT120	Principles of Accounting I	N	N	45.00			45.00	4.50	-	-	4.5
BUSN100	Introduction to Business	N	N	45.00			45.00	4.50	-	-	4.5
CNMT100	Introduction to Construction Management	N	N	45.00			45.00	4.50	-	-	4.5
CNMT111	Construction Materials and Methods I	N	N	45.00			45.00	4.50	-	-	4.5
CNMT121	Construction Materials and Methods II	N	N	45.00			45.00	4.50	-	-	4.5
CNMT140	Construction Documents and Graphics	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CNMT230	Building Codes and Inspection	N	N	45.00			45.00	4.50	-	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
MGMT100	Principles of Management	N	N	45.00			45.00	4.50	-	-	4.5
ENGL121	College Writing I	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00			45.00	4.50	-	-	4.5
MATH170	College Algebra I	Y	N	45.00			45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00			45.00	4.50	-	-	4.5
POLS107	American Government	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS299	Technology and Society	Y	N	45.00			45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00			45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00			45.00	4.50	-	-	4.5
	ELECTIVES			95.00	80.00		175.00	9.50	4.00	-	13.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College			
Program Name:	Construction Management (Electives)				Program Length (wks)	

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	X	Quarter	10	lecture hrs	20	labatory hrs	30	praciticum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	praciticum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

**DE = Distance Education*

TOTALS				210.00	120.00	-	330.00	21.00	6.00	-	27.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CNMT160	Fundamentals of Construction Surveying	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CNMT220	Construction Safety	N	N	45.00			45.00	4.50	-	-	4.5
CNMT240	Construction Law and Contracts	N	N	45.00			45.00	4.50	-	-	4.5
CNMT250	Construction Estimating I	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CNMT260	Construction Planning and Scheduling	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CNMT270	Green Building Trends and Technology	N	N	45.00			45.00	4.50	-	-	4.5



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Institution ID:		Institution Name:	Westwood College	
Program Name:	Dental Assisting: Associate of Applied Science		Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	x	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				765.00	220.00	300.00	1,285.00	76.50	11.00	10.00	97.50
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
DENT101	Introduction to the Dental Profession	N	N	45.00	-		45.00	4.50	-	-	4.5
DENT110	Dental Science and Preclinical Procedures	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
DENT120	Clinical Procedures	N	N	35.00	20.00		55.00	3.50	1.00	-	4.5
DENT130	Dental Radiology I	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
DENT140	Dental Radiology II	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
DENT150	Dental Specialties I	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
DENT160	Dental Specialties II	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
DENT200	Dental Materials and Applied Procedures I	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
DENT210	Dental Materials and Applied Procedures II	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
DENT250	Office Management and Dental Assisting Review	N	N	45.00	-		45.00	4.50	-	-	4.5
DENT275	Dental Assisting Externship I	N	N	10.00	-	150.00	160.00	1.00	-	5.00	6.0
DENT299	Dental Assisting Externship II	N	N	10.00	-	150.00	160.00	1.00	-	5.00	6.0
ENGL121	College Writing I	Y	N	45.00	-		45.00	4.50	-	-	4.5
ENGL221	College Writing II	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00	-		45.00	4.50	-	-	4.5
COMM112	Communication Skills	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH107	College Mathematics	Y	N	45.00	-		45.00	4.50	-	-	4.5
PSYC101	Introduction to Psychology	Y	N	45.00	-		45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00	-		45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00	-		45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College	
Program Name:	Computer Aided Design / Architectural Drafting		Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]

	Clock	Adjust the school's credit hour conversion ratio if different from minimums below				
<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				645.00	510.00	-	1,155.00	64.50	25.50	-	90.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CADD111	Basic Drafting	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD121	Computer Aided Design I	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD125	Computer Aided Design II	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD130	Residential Architectural Design	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD150	Residential Construction I	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD230	Commercial Architectural Design	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD250	Commercial Construction I	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD280	CAD Portfolio Project	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
ENGL121	College Writing I	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00			45.00	4.50	-	-	4.5
MATH170	College Algebra I	Y	N	45.00			45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS299	Technology and Society	Y	N	45.00			45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00			45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00			45.00	4.50	-	-	4.5
Electives											
	Elective 1	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 2	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 3	N	N	45.00			45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:				
Program Name:	Computer Aided Design / Architectural Drafting				Program Length (wks)	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	pracitcum hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	pracitcum hrs

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*DE = Distance Education

TOTALS				125.00	200.00	-	325.00	-	-	-	-
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CADD155	Residential Construction II	N	N	20.00	50.00		70.00	-	-	-	-
CADD225	Digital Walkthrough and Visualization	N	N	20.00	50.00		70.00	-	-	-	-
CADD255	Commercial Construction II	N	N	20.00	50.00		70.00	-	-	-	-
CADD290	Digital Imaging	N	N	20.00	50.00		70.00	-	-	-	-
CNMT270	Green Building Trends and Technology	N	N	45.00			45.00	-	-	-	-



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College			
Program Name:	Graphic Design: Major in Game Art				Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	x	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				1,270.00	1,060.00	-	2,330.00	127.00	53.00	-	180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externshp	Clock /contact hours	Lecture	Lab	Intern Extern	
GRHD100	Fundamentals of Design and Color	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD110	Drawing and Perspective	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD115	Image Editing	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD121	Fundamentals of Digital Illustration	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD131	Digital Layout	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD221	Digital Photography	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD241	Fundamentals of Web Design	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD261	Fundamentals of Interactive Design	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD280	Design Portfolio Review	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
ANIM360	Intermediate 3D	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD260	Fundamentals of 3D	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GAME330	Game Design Process	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GAME340	Texture Mapping for Games	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GAME361	Character Animation for Games	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GAME445	Level and Environment Design	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GAME480	Game Art Project	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GAME490	Game Art Portfolio Capstone	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

Institution ID:		Institution Name:	Westwood College			
Program Name:	Graphic Design: Major in Game Art				Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	X	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				1,270.00	1,060.00	-	2,330.00	127.00	53.00	-	180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
COMM305	Public Speaking	Y	N	45.00			45.00	4.50	-	-	4.5
ENGL121	College Writing I	Y	N	45.00			45.00	4.50	-	-	4.5
ENGL221	College Writing II	Y	N	45.00			45.00	4.50	-	-	4.5
HIST420	Contemporary History	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN250	Humanities	Y	N	45.00			45.00	4.50	-	-	4.5
LITR301	Introduction to Literature	Y	N	45.00			45.00	4.50	-	-	4.5
MATH107	College Mathematics	Y	N	45.00			45.00	4.50	-	-	4.5
MATH340	Introduction to Statistics	Y	N	45.00			45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00			45.00	4.50	-	-	4.5
ECON310	Economics	Y	N	45.00			45.00	4.50	-	-	4.5
POLS107	American Government	Y	N	45.00			45.00	4.50	-	-	4.5
PSYC101	Introduction to Psychology	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS321	Intercultural Relations	Y	N	45.00			45.00	4.50	-	-	4.5
PDEV111	PDEV111 Success Strategies	N	N	45.00			45.00	4.50	-	-	4.5
PDEV200	PDEV200 Career Management	N	N	45.00			45.00	4.50	-	-	4.5
Electives											
	Elective 1	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 2	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 3	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 4	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 5	Y	N	45.00			45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College	
Program Name:	Graphic Design		Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	x	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				645.00	510.00	-	1,155.00	64.50	25.50	-	90.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
GRHD100	Fundamentals of Design and Color	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD110	Drawing and Perspective	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD115	Image Editing	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD121	Fundamentals of Digital Illustration	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD131	Digital Layout	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD221	Digital Photography	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD241	Fundamentals of Web Design	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD261	Fundamentals of Interactive Design	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
GRHD280	Design Portfolio Review	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
ENGL121	College Writing I	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH107	College Mathematics	Y	N	45.00	-		45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS299	Technology and Society	Y	N	45.00	-		45.00	4.50	-	-	4.5
PDEV111	PDEV111 Success Strategies	N	N	45.00	-		45.00	4.50	-	-	4.5
PDEV200	PDEV200 Career Management	N	N	45.00	-		45.00	4.50	-	-	4.5
Electives											
	Elective 1	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 2	N	N	45.00	-		45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:			
Program Name:	Graphic Design		Program Length (wks)		

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	pracitcum hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	pracitcum hrs

Credits are calculated to the nearest half. if an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

**DE = Distance Education*

TOTALS				190.00	250.00	-	440.00	-	-	-	-
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
GRHD150	Intro to Animation	N	N	20.00	50.00		70.00	-	-	-	-
GRHD240	Life Drawing for Animation	N	N	20.00	50.00		70.00	-	-	-	-
GRHD250	Fundamentals of 2D	N	N	20.00	50.00		70.00	-	-	-	-
GRHD252	Audio-Video	N	N	20.00	50.00		70.00	-	-	-	-
GRHD275	Digital Color Theory	N	N	45.00			45.00	-	-	-	-
VISC102	History of Graphic Design	N	N	45.00			45.00	-	-	-	-
VISC270	Print Production	N	N	20.00	50.00		70.00	-	-	-	-



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College			
Program Name:	Interior Design				Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	X	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

**DE = Distance Education*

TOTALS				1,320.00	960.00	-	2,280.00	132.00	48.00	-	180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CADD111	Basic Drafting	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD121	Computer Aided Design I	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD125	Computer Aided Design II	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD130	Residential Architectural Design	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD150	Residential Construction I	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD230	Commercial Architectural Design	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
CADD250	Commercial Construction I	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
INTD100	Design Theory	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
INTD102	History and Theory of Human Environm	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
INTD110	Interior Drawing and Perspective	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
INTD200	Interior Finishes	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
INTD300	Lighting Design	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
INTD306	Space Planning	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
INTD310	Residential Interior Design Studio	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
INTD320	Commercial Interior Design Studio	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

Institution ID:		Institution Name:	Westwood College			
Program Name:	Interior Design				Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]

	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
	Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				1,320.00	960.00	-	2,280.00	132.00	48.00	-	180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
INTD400	Professional Ethics and Practice	N	N	45.00			45.00	4.50	-	-	4.5
INTD490	Interior Design Portfolio Capstone	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
COMM305	Public Speaking	Y	N	45.00			45.00	4.50	-	-	4.5
ENGL121	College Writing I	Y	N	45.00			45.00	4.50	-	-	4.5
ENGL221	College Writing II	Y	N	45.00			45.00	4.50	-	-	4.5
HIST420	Contemporary History	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN250	Humanities	Y	N	45.00			45.00	4.50	-	-	4.5
LITR301	Introduction to Literature	Y	N	45.00			45.00	4.50	-	-	4.5
MATH170	College Algebra I	Y	N	45.00			45.00	4.50	-	-	4.5
MATH340	Introduction to Statistics	Y	N	45.00			45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00			45.00	4.50	-	-	4.5
ECON310	Economics	Y	N	45.00			45.00	4.50	-	-	4.5
POLS107	American Government	Y	N	45.00			45.00	4.50	-	-	4.5
PSYC101	Introduction to Psychology	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS321	Intercultural Relations	Y	N	45.00			45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00			45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00			45.00	4.50	-	-	4.5
Electives											
	Elective 1	N	N	45.00			45.00	4.50	-	-	4.5
	Elective 2	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 3	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 4	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 5	Y	N	45.00			45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:				
Program Name:	Bachelor of Science Interior Design				Program Length (wks)	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	pracitcum hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	pracitcum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

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TOTALS				230.00	350.00	-	580.00	-	-	-	-
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CADD225	Digital Walkthrough and Visualization	N	N	20.00	50.00		70.00	-	-	-	-
CADD255	Commercial Construction II	N	N	20.00	50.00		70.00	-	-	-	-
CADD290	Digital Imaging	N	N	20.00	50.00		70.00	-	-	-	-
CNMT270	Green Building Trends and Technology	N	N	45.00			45.00	-	-	-	-
INTD210	Interior Furnishings	N	N	20.00	50.00		70.00	-	-	-	-
INTD410	Advanced Residential Interior Design	N	N	20.00	50.00		70.00	-	-	-	-
INTD420	Advanced Commercial Interior Design	N	N	20.00	50.00		70.00	-	-	-	-
INTD430	Sustainable Solutions for Existing Buildings	N	N	20.00	50.00		70.00	-	-	-	-
SOCS299	Technology and Society	Y	N	45.00			45.00	-	-	-	-



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College	
Program Name:	Electronics Technology - Associate of Occupational Studies		Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	x	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				555.00	710.00	-	1,265.00	55.50	35.50	-	91.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ETEC101	DC Circuits	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ETEC102	AC Circuits	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ETEC103	Devices	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ETEC104	Systems, Transistors and Amplifiers	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ETEC105	Digital Electronics	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ETEC106	Electronic and Wireless Communication	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ETEC107	Microprocessors and Microcontrollers	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ELEC108	Programming	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITNW115	Introduction to Networks	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
AGEN101	Technical Applications for Today's Society	Y	N	50.00	-		50.00	5.00	-	-	5.0
AGEN120	Technical Writing	Y	N	50.00	-		50.00	5.00	-	-	5.0
AGEN160	Mathematics for Electronics	Y	N	45.00	-		45.00	4.50	-	-	4.5
AGEN170	Applied Physical Science	Y	N	45.00	-		45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00	-		45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00	-		45.00	4.50	-	-	4.5
	ELECTIVES	N	N	100.00	250.00		350.00	10.00	12.50	-	22.5



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:		
Program Name:			Program Length (wks)	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

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*DE = Distance Education

TOTALS				425.00	950.00	-	1,375.00	42.50	47.50	-	90.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
	BIOMEDICAL EQUIPMENT REPAIR						-	-	-	-	-
BIOL170	Anatomy and Physiology I	N	N	35.00	20.00		55.00	3.50	1.00	-	4.5
EETEC231	Healthcare Regulations and Safety	N	N	45.00	-		45.00	4.50	-	-	4.5
EETEC232	Medical Equipment I	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
EETEC233	Medical Equipment II	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITNW120	Applied Networking	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
	COMPUTER ELECTRONICS TECHNOLOGY						-	-	-	-	-
ITCS102	Desktop Hardware	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS103	Desktop Operating Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS105	LINUX Operating Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS271	Technical Troubleshooting	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITNW120	Applied Networking	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
	GENERAL ELECTRONICS						-	-	-	-	-
EETEC211	Advanced Digital Electronics	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
EETEC212	Advanced Microprocessors and Microcontrollers	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
EETEC213	Control Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
EETEC214	Electronics Capstone	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITNW120	Applied Networking	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
	INDUSTRIAL ELECTRONICS						-	-	-	-	-
EETEC211	Advanced Digital Electronics	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
EETEC221	Advanced Programming	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
EETEC222	DC/AC Machines	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
EETEC223	Robotics/PLCs	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
EETEC224	Embedded Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5



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Institution ID:		Institution Name:	Westwood College	
Program Name:	Software Development: Major in Game Software Development Bachelor of Science		Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]

	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
X	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
	Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				1,455.00	690.00	-	2,145.00	145.50	34.50	-	180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CSPG103	Introduction to Programming Concepts	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CSPG106	Fundamentals of Programming	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CSPG210	Intermediate Programming	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CSPG212	Advanced Programming	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CSPG220	Data Structures	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
CSPG360	Computer Organization and Assembly Language	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
SGPG250	Mobile Device Applications	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
MATH221	Trigonometry	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH401	Linear Algebra	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH331	Calculus	Y	N	45.00	-		45.00	4.50	-	-	4.5
SGPG210	2D Graphics Programming	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
SGPG215	3D Graphics Programming	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
SGPG220	3D Game Engine Architecture	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
SGPG230	Game Scripting and Tools	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
SGPG410	Game Software Development and Testing	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

Institution ID:		Institution Name:	Westwood College			
Program Name:	Software Development: Major in Game Software Development Bachelor of Science				Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]

	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
X	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
	Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				1,455.00	690.00	-	2,145.00	145.50	34.50	-	180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
SGPG440	Artificial Intelligence for Games	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
SGPG490	Game Software Senior Project	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
COMM305	Public Speaking	Y	N	45.00	-		45.00	4.50	-	-	4.5
ECON310	Economics	Y	N	45.00	-		45.00	4.50	-	-	4.5
ENGL121	College Writing I	Y	N	45.00	-		45.00	4.50	-	-	4.5
ENGL221	College Writing II	Y	N	45.00	-		45.00	4.50	-	-	4.5
HIST420	Contemporary History	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN250	Humanities	Y	N	45.00	-		45.00	4.50	-	-	4.5
LITR301	Introduction to Literature	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH170	College Algebra I	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH270	College Algebra II	Y	N	45.00	-		45.00	4.50	-	-	4.5
POLS107	American Government	Y	N	45.00	-		45.00	4.50	-	-	4.5
PSYC101	Introduction to Psychology	Y	N	45.00	-		45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS321	Intercultural Relations	Y	N	45.00	-		45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00	-		45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00	-		45.00	4.50	-	-	4.5
	Elective 1	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
	Elective 2	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
	Elective 3	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
	Elective 4	Y	N	45.00	-		45.00	4.50	-	-	4.5
	Elective 5	Y	N	45.00	-		45.00	4.50	-	-	4.5



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Institution ID:		Institution Name:	Westwood College	
Program Name:	Software Development: Major in Game Software Development Bachelor of Science		Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
		Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

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TOTALS				335.00	320.00	-	655.00	-	-	-	-
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CSPG224	Database Applications	N	N	25.00	40.00		65.00	-	-	-	-
CSPG240	Software Design and Development	N	N	25.00	40.00		65.00	-	-	-	-
CSPG380	Operating Systems	N	N	25.00	40.00		65.00	-	-	-	-
ENVR313	Environmental Studies	Y	N	45.00	-		45.00	-	-	-	-
POLS423	Political Science	Y	N	45.00	-		45.00	-	-	-	-
SGPG115	Introduction to Game Development and Analysis	N	N	25.00	40.00		65.00	-	-	-	-
SGPG350	Game Network Programming	N	N	25.00	40.00		65.00	-	-	-	-
SGPG490	Game Porting Basics	N	N	25.00	40.00		65.00	-	-	-	-
SGPG450	Game Development	N	N	25.00	40.00		65.00	-	-	-	-
SGPG455	Game Project Management	N	N	25.00	40.00		65.00	-	-	-	-
SOCS299	Technology and Society	N	N	45.00	-		45.00	-	-	-	-



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID:		Institution Name:	Westwood College			
Program Name:	Health Information Technology: Associate of Applied Science				Program Length (wks)	80

Identify the institution's unit of credit [SELECT ONE]

	Clock	Adjust the school's credit hour conversion ratio if different from minimums below				
<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
<input type="checkbox"/> Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				85.00	270.00	150.00	1,270.00	85.00	13.50	5.00	103.50
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
HINT110	Introduction to Health Information Technology	N	N	35.00	20.00		55.00	3.50	1.00	-	4.5
HINT155	Law and Ethics in Health Information Management	N	N	35.00	20.00		55.00	3.50	1.00	-	4.5
HINT175	Electronic Health Records	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
HINT190	Professional Practice Experience I	N	N	20.00		75.00	95.00	2.00	-	2.50	4.5
HINT210	Basic Coding	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
HINT220	Intermediate Coding	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
HINT230	Advanced Coding	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
HINT240	Reimbursement Methodologies	N	N	35.00	20.00		55.00	3.50	1.00	-	4.5
HINT250	Statistics, Research, and Management in Healthcare	N	N	35.00	20.00		55.00	3.50	1.00	-	4.5
HINT280	Quality Improvement and Registries	N	N	35.00	20.00		55.00	3.50	1.00	-	4.5
HINT290	Professional Practice Experience II	N	N	20.00		75.00	95.00	2.00	-	2.50	4.5
HLTH105	Medical Terminology	N	N	45.00	-		45.00	4.50	-	-	4.5
HLTH115	Pharmacology for Health Professions	N	N	45.00	-		45.00	4.50	-	-	4.5
HLTH200	Pathophysiology	N	N	45.00	-		45.00	4.50	-	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
BIOL170	Anatomy and Physiology I	Y	N	35.00	20.00		55.00	3.50	1.00	-	4.5
BIOL171	Anatomy and Physiology II	Y	N	35.00	20.00		55.00	3.50	1.00	-	4.5
ENGL121	College Writing I	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH107	College Mathematics	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00	-		45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00	-		45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00	-		45.00	4.50	-	-	4.5



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Institution ID:		Institution Name:	Westwood College	
Program Name:	Information and Network Technologies: Associate of Applied Science	Program Length (wks)	70	

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				600.00	600.00	-	1,200.00	60.00	30.00	-	90.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
ITCS102	Desktop Hardware	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS103	Desktop Operating Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS105	Linux Operating Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS202	Microsoft Network Operating Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITNW110	Network Essentials	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW250	Routing Protocols and Concepts	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW260	LAN Switching	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW270	WAN Technologies	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ENGL121	College Writing I	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH170	College Algebra I	Y	N	45.00	-		45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS299	Technology and Society	Y	N	45.00	-		45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00	-		45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00	-		45.00	4.50	-	-	4.5
	Elective 1	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 2	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
	Elective 3	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College		
Program Name:	Information and Network Technologies: Associate of Applied Science				Program Length (wks) 70

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

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TOTALS				120.00	300.00	-	420.00	12.00	15.00	-	27.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ITCS100	Introduction to Information Technology	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS205	Advanced System Administration with Directory Services	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS215	Database Management Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS222	Linux Systems Administration	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS271	Technical Troubleshooting	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITNW280	Wireless Technologies	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5

**Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS**

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Institution ID:		Institution Name:	Westwood College		
Program Name:	Information and Network Technologies: Major in Cisco Network Systems		Program Length (wks):	140	

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

		TOTALS		1,370.00	860.00			2,230.00	137.00	43.00	-	180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	-	4.5
ITCS102	Desktop Hardware	N	N	20.00	50.00		70.00	2.00	2.50	-	-	4.5
ITCS103	Desktop Operating Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	-	4.5
ITCS105	Linux Operating Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	-	4.5
ITCS202	Microsoft Network Operating Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	-	4.5
ITCS205	Advanced System Administration with Directory Services	N	N	20.00	50.00		70.00	2.00	2.50	-	-	4.5
ITNW110	Network Essentials	N	N	15.00	60.00		75.00	1.50	3.00	-	-	4.5
ITNW250	Routing Protocols and Concepts	N	N	15.00	60.00		75.00	1.50	3.00	-	-	4.5
ITNW260	LAN Switching	N	N	15.00	60.00		75.00	1.50	3.00	-	-	4.5
ITNW270	WAN Technologies	N	N	15.00	60.00		75.00	1.50	3.00	-	-	4.5
ITCS301	Project Management and Technical Documentation	N	N	20.00	50.00		70.00	2.00	2.50	-	-	4.5
ITNW430	Advanced Routing	N	N	70.00	40.00		110.00	7.00	2.00	-	-	9.0
ITNW440	Multilayer Switching	N	N	70.00	40.00		110.00	7.00	2.00	-	-	9.0
ITNW446	Maintaining and Troubleshooting IP Networks	N	N	70.00	40.00		110.00	7.00	2.00	-	-	9.0
ITNW450	IP Telephony	N	N	70.00	40.00		110.00	7.00	2.00	-	-	9.0
COMMS905	Public Speaking	Y	N	45.00			45.00	4.50	-	-	-	4.5
ECON310	Economics	Y	N	45.00			45.00	4.50	-	-	-	4.5
ENGL121	College Writing I	Y	N	45.00			45.00	4.50	-	-	-	4.5
ENGL221	College Writing II	Y	N	45.00			45.00	4.50	-	-	-	4.5
HIST420	Contemporary History	Y	N	45.00			45.00	4.50	-	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00			45.00	4.50	-	-	-	4.5
HUMN250	Humanities	Y	N	45.00			45.00	4.50	-	-	-	4.5
LITR301	Introduction to Literature	Y	N	45.00			45.00	4.50	-	-	-	4.5
MATH170	College Algebra I	Y	N	45.00			45.00	4.50	-	-	-	4.5
MATH340	Introduction to Statistics	Y	N	45.00			45.00	4.50	-	-	-	4.5
POLS107	American Government	Y	N	45.00			45.00	4.50	-	-	-	4.5
PSYC101	Introduction to Psychology	Y	N	45.00			45.00	4.50	-	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00			45.00	4.50	-	-	-	4.5
SOCS121	Human Relations	Y	N	45.00			45.00	4.50	-	-	-	4.5
SOCS321	Intercultural Relations	Y	N	45.00			45.00	4.50	-	-	-	4.5
PDEV111	Success Strategies	N	N	45.00			45.00	4.50	-	-	-	4.5
PDEV200	Career Management	N	N	45.00			45.00	4.50	-	-	-	4.5
	Elective 1	N	N	20.00	50.00		70.00	2.00	2.50	-	-	4.5
	Elective 2	N	N	20.00	50.00		70.00	2.00	2.50	-	-	4.5
	Elective 3	N	N	20.00	50.00		70.00	2.00	2.50	-	-	4.5
	Elective 4	Y	N	45.00			45.00	4.50	-	-	-	4.5



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Institution ID:		Institution Name:	Westwood College	
Program Name:	Information and Network Technologies: Major in Cisco Network Systems		Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	x	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

**DE = Distance Education*

TOTALS				295.00	400.00	-	695.00	29.50	20.00	-	49.50
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
SOCS299	Technology and Society	Y	N	45.00	-		45.00	4.50	-	-	4.5
ITCS100	Introduction to Information Technology	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS215	Database Management Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS222	Linux Systems Administration	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ENVR313	Environmental Studies	Y	N	45.00	-		45.00	4.50	-	-	4.5
POLS423	Political Science	Y	N	45.00	-		45.00	4.50	-	-	4.5
ITCS408	Virtualization Technology	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITNW280	Wireless Technologies	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITNW355	Network Operations and Monitoring	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITNW421	Network Infrastructure Configuration	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITSS291	Introduction to Network Security	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5



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Institution ID:		Institution Name:	Westwood College
Program Name:	Information Technology - Associate of Occupational Studies		Program Length (wks): 70

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

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**DE = Distance Education*

TOTALS				565.00	700.00	-	1,265.00	56.50	35.00	-	91.50
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ITCS102	Desktop Hardware	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS103	Desktop Operating Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS104	Cloud Computing Essentials	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS105	Linux Operating Systems	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITCS206	Installing and Configuring Windows Server	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS207	Administering Windows Server	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITNW115	Introduction to Networks	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW120	Applied Networking	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITCS271	Technical Troubleshooting	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
ITSS291	Introduction to Network Security	N	N	20.00	50.00		70.00	2.00	2.50	-	4.5
AGEN101	Technical Applications for Today's Society	Y	N	50.00	-		50.00	5.00	-	-	5.0
AGEN120	Technical Writing	Y	N	50.00	-		50.00	5.00	-	-	5.0
AGEN150	Technical Mathematics	Y	N	50.00	-		50.00	5.00	-	-	5.0
	Microsoft Systems Admin Area of Emphasis										
ITCS208	Configuring Advanced Windows Server Services	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS209	Designing and Implementing a Server Structure	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS210	Implementing an Advanced Infrastructure Server	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS211	Implementing a Desktop Infrastructure	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS212	Implementing Desktop Application Environments	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
	Career Development										
PDEV111	Success Strategies	N	N	45.00			45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00			45.00	4.50	-	-	4.5



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Institution ID:		Institution Name:	Westwood College	
Program Name:	Information Technology - Associate of Occupational Studies		Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]

	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
X	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
	Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				535.00	1,180.00	-	1,715.00	53.50	59.00	-	112.50
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
	Cisco Network Security										
ITNW250	Routing Protocols and Concepts	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW260	LAN Switching	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW270	WAN Technologies	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW292	Network Security I	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITNW295	Network Security II	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
	Cisco Network Wireless										
ITNW250	Routing Protocols and Concepts	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW260	LAN Switching	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW270	WAN Technologies	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW283	Wireless I	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITNW285	Wireless II	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
	Cisco Network Voice										
ITNW250	Routing Protocols and Concepts	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW260	LAN Switching	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW270	WAN Technologies	N	N	15.00	60.00		75.00	1.50	3.00	-	4.5
ITNW297	Voice I	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITNW298	Voice II	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
	Microsoft System Admin Area of Emphasis										
ITCS208	Configuring Advanced Windows Server Services	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS209	Designing and Implementing a Server Structure	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS210	Implementing an Advanced Infrastructure Server	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS211	Implementing a Desktop Infrastructure	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS212	Implementing Desktop Application Environments	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
	Virtualization Area of Emphasis										
ITCS213	Introduction to Virtualization	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS216	Virtualization in a Desktop Environment I	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS217	Virtualization in a Desktop Environment II	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS218	Virtualization in a Data Center Environment I	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
ITCS219	Virtualization in a Data Center Environment II	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College	
Program Name:	Criminal Justice: Major In Administration		Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	x	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				1,785.00	30.00	-	1,815.00	178.50	1.50	-	180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CRJS101	Introduction to Criminal Justice	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS111	Introduction to Policing	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS121	Corrections	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS131	Criminology	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS161	Juvenile Justice	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS201	Criminal Justice Ethics	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS250	Criminal Law and Courts	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS275	Constitutional Law	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS490	Criminal Justice Capstone	N	N	45.00	-		45.00	4.50	-	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
CRJS181	Organizational Issues in Criminal Justice	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS211	Communication for the Criminal Justice Professional	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS291	Criminal Justice Administration	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS315	Mental Health and Crisis Intervention	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS355	Diversity in Criminal Justice	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS406	Terrorism	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS430	Digital and White Collar Crime	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

Institution ID:		Institution Name:	Westwood College			
Program Name:	Criminal Justice: Major In Administration				Program Length (wks)	140

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	X	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				1,785.00	30.00	-	1,815.00	178.50	1.50	-	180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CRJS460	Criminal Justice and Public Policy	N	N	45.00	-		45.00	4.50	-	-	4.5
COMM305	Public Speaking	Y	N	45.00	-		45.00	4.50	-	-	4.5
ENGL121	College Writing I	Y	N	45.00	-		45.00	4.50	-	-	4.5
ENGL221	College Writing II	Y	N	45.00	-		45.00	4.50	-	-	4.5
HIST420	Contemporary History	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN250	Humanities	Y	N	45.00	-		45.00	4.50	-	-	4.5
LITR301	Introduction to Literature	Y	N	45.00	-		45.00	4.50	-	-	4.5
ECON310	Economics	Y	N	45.00	-		45.00	4.50	-	-	4.5
POLS107	American Government	Y	N	45.00	-		45.00	4.50	-	-	4.5
PSYC101	Introduction to Psychology	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS321	Intercultural Relations	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH107	College Mathematics	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH340	Introduction to Statistics	Y	N	45.00	-		45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00	-		45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00	-		45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00	-		45.00	4.50	-	-	4.5
Electives											
	Elective 1	N	N	45.00	-		45.00	4.50	-	-	4.5
	Elective 2	N	N	45.00	-		45.00	4.50	-	-	4.5
	Elective 3	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
	Elective 4	N	N	45.00	-		45.00	4.50	-	-	4.5
	Elective 5	Y	N	45.00	-		45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:				
Program Name:	Criminal Justice: Major In Administration				Program Length (wks)	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

**DE = Distance Education*

TOTALS				485.00	20.00	-	505.00	-	-	-	-
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CRJS171	Private Investigation and Security	N	N	45.00	-		45.00	-	-	-	-
CRJS230	Crime Scene Investigation and Criminalistics	N	N	40.00	10.00		50.00	-	-	-	-
CRJS242	Criminal Investigation	N	N	40.00	10.00		50.00	-	-	-	-
CRJS321	Drugs and Narcotics	N	N	45.00	-		45.00	-	-	-	-
CRJS341	Sex Offenders	N	N	45.00	-		45.00	-	-	-	-
CRJS361	Probation and Parole	N	N	45.00	-		45.00	-	-	-	-
CRJS371	Victimology and Domestic Violence	N	N	45.00	-		45.00	-	-	-	-
CRJS411	Gangs and Criminal Sub-Cultures	N	N	45.00	-		45.00	-	-	-	-
ENVR313	Environmental Studies	Y	N	45.00	-		45.00	-	-	-	-
POLS423	Political Science	Y	N	45.00	-		45.00	-	-	-	-
SOCS299	Technology and Society	Y	N	45.00	-		45.00	-	-	-	-



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College			
Program Name:	Criminal Justice				Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.
**DE = Distance Education*

TOTALS				895.00	10.00	-	905.00	89.50	0.50	-	90.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CRJS101	Introduction to Criminal Justice	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS111	Introduction to Policing	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS121	Corrections	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS131	Criminology	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS161	Juvenile Justice	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS201	Criminal Justice Ethics	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS250	Criminal Law and Courts	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS275	Constitutional Law	N	N	45.00	-		45.00	4.50	-	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
ENGL121	College Writing I	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH107	College Mathematics	Y	N	45.00	-		45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00	-		45.00	4.50	-	-	4.5
POLS107	American Government	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS299	Technology and Society	Y	N	45.00	-		45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00	-		45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00	-		45.00	4.50	-	-	4.5
Electives											
	Elective 1	N	N	45.00	-		45.00	4.50	-	-	4.5
	Elective 2	N	N	45.00	-		45.00	4.50	-	-	4.5
	Elective 3	N	N	45.00	-		45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:			
Program Name:	Criminal Justice		Program Length (wks)		

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	x	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

**DE = Distance Education*

TOTALS				260.00	20.00	-	280.00	26.00	1.00	-	27.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
CRJS171	Private Investigation and Security	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS181	Organizational Issues in Criminal Justice	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS211	Communication for the Criminal Justice Professional	N	N	45.00	-		45.00	4.50	-	-	4.5
CRJS230	Crime Scene Investigation and Criminalistics	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
CRJS242	Criminal Investigation	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
CRJS291	Criminal Justice Administration	N	N	45.00	-		45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College			
Program Name:	Paralegal				Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	x	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

**DE = Distance Education*

TOTALS				875.00	50.00	-	925.00	87.50	2.50	-	90.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
PARA100	Introduction to Law and Ethics	N	N	45.00	-		45.00	4.50	-	-	4.5
PARA105	Legal Research and Writing I	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
PARA107	Legal Research and Writing II	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
PARA110	Tort Law	N	N	45.00	-		45.00	4.50	-	-	4.5
PARA130	Contract Law for Paralegals	N	N	45.00	-		45.00	4.50	-	-	4.5
PARA210	Interviewing and Investigation	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
PARA220	Civil Litigation	N	N	45.00	-		45.00	4.50	-	-	4.5
PARA260	Law Office Operations	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
ENGL121	College Writing I	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH107	College Mathematics	Y	N	45.00	-		45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00	-		45.00	4.50	-	-	4.5
POLS107	American Government	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS299	Technology and Society	Y	N	45.00	-		45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00	-		45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00	-		45.00	4.50	-	-	4.5
Electives											
	Elective 1	N	N	45.00	-		45.00	4.50	-	-	4.5
	Elective 2	N	N	45.00	-		45.00	4.50	-	-	4.5
	Elective 3	N	N	45.00	-		45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:			
Program Name:	Paralegal		Program Length (wks)		

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

**DE = Distance Education*

TOTALS				315.00	-	-	315.00	-	-	-	-
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
PARA145	Criminal Law and Procedure for Paralegals	N	N	45.00	-		45.00	-	-	-	-
PARA150	Real Estate Law for Paralegals	N	N	45.00	-		45.00	-	-	-	-
PARA180	Family Law	N	N	45.00	-		45.00	-	-	-	-
PARA200	Wills, Trust, and Probate	N	N	45.00	-		45.00	-	-	-	-
PARA230	Immigration Law	N	N	45.00	-		45.00	-	-	-	-
PARA250	Entertainment Law	N	N	45.00	-		45.00	-	-	-	-
PARA270	State Regulatory and Rulemaking	N	N	45.00	-		45.00	-	-	-	-



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

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Institution ID:		Institution Name:	Westwood College	
Program Name:	Medical Assisting: Associate of Applied Science			Program Length (wks):

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/> Clock	Adjust the school's credit hour conversion ratio if different from minimum				
<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30
<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45

Credits are calculated to the nearest half. If an institution rounds further, use the application to report total credits and justify the in the narrative.

*DE = Distance Education

TOTALS				715.00	300.00	165.00	1,180.00	71.50	15.00	5.50
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS		
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern
HLTH105	Medical Terminology	N	N	45.00	-		45.00	4.50	-	-
HLTH135	Medical Insurance and Administrative Procedures	N	N	25.00	40.00		65.00	2.50	2.00	-
HLTH150	Medical Law and Ethics	N	N	45.00	-		45.00	4.50	-	-
HLTH160	Patient Relations	N	N	45.00	-		45.00	4.50	-	-
HLTH200	Pathophysiology	N	N	45.00	-		45.00	4.50	-	-
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-
MEDI200	Principles of Patient Care	N	N	20.00	50.00		70.00	2.00	2.50	-
MEDI215	Minor Surgical and Specialty Procedures	N	N	20.00	50.00		70.00	2.00	2.50	-
MEDI230	Pharmacology	N	N	30.00	30.00		60.00	3.00	1.50	-
MEDI240	Phlebotomy	N	N	20.00	50.00		70.00	2.00	2.50	-
MEDI250	Medical Assisting Review	N	N	30.00	30.00		60.00	3.00	1.50	-
MEDI299	Externship	N	N	10.00		165.00	175.00	1.00	-	5.50
BIOL170	Anatomy and Physiology I	Y	N	35.00	20.00		55.00	3.50	1.00	-
BIOL171	Anatomy and Physiology II	Y	N	35.00	20.00		55.00	3.50	1.00	-
ENGL121	College Writing I	Y	N	45.00	-		45.00	4.50	-	-
HUMN180	Ethical and Critical Thinking	Y	N	45.00	-		45.00	4.50	-	-
MATH107	College Mathematics	Y	N	45.00	-		45.00	4.50	-	-
PSYC101	Introduction to Psychology	Y	N	45.00	-		45.00	4.50	-	-
PDEV11	Success Strategies	N	N	45.00	-		45.00	4.50	-	-
PDEV200	Career Management	N	N	45.00	-		45.00	4.50	-	-

Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

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Institution ID: 	Institution Name: Westwood College
Program Name: Business Administration: Major in Management	Program Length (wks) 140

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/> Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

		TOTALS		1,780.00	40.00		1,820.00	178.00	2.00		180.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ACCT120	Principles of Accounting I	N	N	45.00			45.00	4.50	-	-	4.5
ACCT122	Principles of Accounting II	N	N	45.00			45.00	4.50	-	-	4.5
BUSN100	Introduction to Business	N	N	45.00			45.00	4.50	-	-	4.5
BUSN210	Introduction to Business Law	N	N	45.00			45.00	4.50	-	-	4.5
BUSN350	Organizational Theory and Behavior	N	N	45.00			45.00	4.50	-	-	4.5
FINC101	Introduction to Finance	N	N	45.00			45.00	4.50	-	-	4.5
HRMT110	Principles of Human Resource Management	N	N	45.00			45.00	4.50	-	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
MGMT100	Principles of Management	N	N	45.00			45.00	4.50	-	-	4.5
MKTG100	Principles of Marketing	N	N	45.00			45.00	4.50	-	-	4.5
ACCT270	Fundamentals of Cost Management	N	N	45.00			45.00	4.50	-	-	4.5
MGMT330	Managerial Communications	N	N	45.00			45.00	4.50	-	-	4.5
MGMT350	Purchasing and Supply Management	N	N	45.00			45.00	4.50	-	-	4.5
MGMT360	Internal Control and Enterprise Risk Management	N	N	45.00			45.00	4.50	-	-	4.5
MGMT410	Principles of Supervision	N	N	45.00			45.00	4.50	-	-	4.5
MGMT480	Management Capstone	N	N	35.00	20.00		55.00	3.50	1.00	-	4.5
MKTG310	Consumer Behavior	N	N	45.00			45.00	4.50	-	-	4.5
MKTG320	Integrated Marketing Communications	N	N	45.00			45.00	4.50	-	-	4.5
COMM305	Public Speaking	Y	N	45.00			45.00	4.50	-	-	4.5
ECON310	Economics	Y	N	45.00			45.00	4.50	-	-	4.5
ENGL121	College Writing I	Y	N	45.00			45.00	4.50	-	-	4.5
ENGL221	College Writing II	Y	N	45.00			45.00	4.50	-	-	4.5
HIST420	Contemporary History	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN250	Humanities	Y	N	45.00			45.00	4.50	-	-	4.5
LITR301	Introduction to Literature	Y	N	45.00			45.00	4.50	-	-	4.5
MATH170	College Algebra I	Y	N	45.00			45.00	4.50	-	-	4.5
MATH340	Introduction to Statistics	Y	N	45.00			45.00	4.50	-	-	4.5
POLS107	American Government	Y	N	45.00			45.00	4.50	-	-	4.5
PSYC101	Introduction to Psychology	Y	N	45.00			45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS321	Intercultural Relations	Y	N	45.00			45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00			45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00			45.00	4.50	-	-	4.5
	ELECTIVES			220.00	10.00		230.00	22.00	0.50		22.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID:		Institution Name:	Westwood College	
Program Name:	Business Administration: Major in Management (Electives)		Program Length (wks)	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				490.00	10.00	-	500.00	49.00	0.50	-	49.50
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
BUSN300	Business Ethics	N	N	45.00			45.00	4.50	-	-	4.5
BUSN320	International Business	N	N	45.00			45.00	4.50	-	-	4.5
ENVR313	Environmental Studies	N	N	45.00			45.00	4.50	-	-	4.5
ITCS201	Advanced Business Software Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
MGMT200	Managing Stress and Conflict in the Workplace	N	N	45.00			45.00	4.50	-	-	4.5
MGMT225	Essentials of Project Management	N	N	45.00			45.00	4.50	-	-	4.5
MGMT230	Principles of Small Business Management	N	N	45.00			45.00	4.50	-	-	4.5
MGMT400	Operations Management	N	N	45.00			45.00	4.50	-	-	4.5
MKTG210	Customer Service	N	N	45.00			45.00	4.50	-	-	4.5
SOCS299	Technology and Society	Y	N	45.00			45.00	4.50	-	-	4.5
POLS423	Political Science	Y	N	45.00			45.00	4.50	-	-	4.5



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID:		Institution Name:	Westwood College	
Program Name:	Healthcare Office Administration: Associate of Applied Science		Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	x	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				855.00	90.00	-	945.00	85.50	4.50	-	90.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
ACCT120	Principles of Accounting I	N	N	45.00	-		45.00	4.50	-	-	4.5
ACCT122	Principles of Accounting II	N	N	45.00	-		45.00	4.50	-	-	4.5
HCMT100	Introduction to Healthcare	N	N	45.00	-		45.00	4.50	-	-	4.5
HLTH105	Medical Terminology	N	N	45.00	-		45.00	4.50	-	-	4.5
HLTH135	Medical Insurance and Administrative Procedures	N	N	25.00	40.00		65.00	2.50	2.00	-	4.5
HLTH290	Advanced Medical Office Management	N	N	45.00	-		45.00	4.50	-	-	4.5
HRMT110	Principles of Human Resources Management	N	N	45.00	-		45.00	4.50	-	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
MGMT100	Principles of Management	N	N	45.00	-		45.00	4.50	-	-	4.5
ENGL121	College Writing I	Y	N	45.00	-		45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00	-		45.00	4.50	-	-	4.5
MATH107	College Mathematics	Y	N	45.00	-		45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00	-		45.00	4.50	-	-	4.5
SOCS299	Technology and Society	Y	N	45.00	-		45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00	-		45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00	-		45.00	4.50	-	-	4.5
	Electives	N	N	115.00	40.00		155.00	11.50	2.00	-	13.5



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID:		Institution Name:	Westwood College		
Program Name:	Healthcare Office Administration: Associate of Applied Science				Program Length (wks) 70

Identify the institution's unit of credit [SELECT ONE]	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	Quarter	10	lecture hrs	20	labatory hrs	30	practicum hrs
	Semester	15	lecture hrs	30	labatory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

**DE = Distance Education*

TOTALS				205.00	40.00	-	245.00	-	-	-	-
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
HCMT230	Public Health and Disease	N	N	45.00	-		45.00	-	-	-	-
HINT110	Introduction to Health Information Technology	N	N	35.00	20.00		55.00	-	-	-	-
HINT155	Law and Ethics in Health Information Management	N	N	35.00	20.00		55.00	-	-	-	-
HLTH160	Patient Relations	N	N	45.00	-		45.00	-	-	-	-
MGMT200	Managing Stress and Conflict in the Workplace	N	N	45.00	-		45.00	-	-	-	-



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID:		Institution Name:	Westwood College			
Program Name:	Surveying				Program Length (wks)	70

Identify the institution's unit of credit [SELECT ONE]		Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
	x	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

Credits are calculated to the nearest half. If an institution rounds down further, use the application to report total credits and justify the discrepancy in the narrative.

*DE = Distance Education

TOTALS				715.00	370.00	-	1,085.00	71.50	18.50	-	90.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern	
SURV130	Field Basics	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
SURV135	Field Methods	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
SURV150	Survey Trigonometry	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
SURV155	Survey Computations	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
SURV170	Survey CAD Projects	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
SURV235	Field Projects	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
SURV250	Coordinate Geometry	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
SURV255	Geospatial Referencing	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
SURV260	Geodetic Projections	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
SURV270	Survey Descriptions	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
SURV275	Public Lands	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
SURV280	Boundary Law	N	N	30.00	30.00		60.00	3.00	1.50	-	4.5
ITCS101	Computer Applications	N	N	40.00	10.00		50.00	4.00	0.50	-	4.5
ENGL121	College Writing I	Y	N	45.00			45.00	4.50	-	-	4.5
HUMN180	Ethical and Critical Thinking	Y	N	45.00			45.00	4.50	-	-	4.5
MATH170	College Algebra I	Y	N	45.00			45.00	4.50	-	-	4.5
PHYS121	Introduction to Physical Science	Y	N	45.00			45.00	4.50	-	-	4.5
SOCS121	Human Relations	Y	N	45.00			45.00	4.50	-	-	4.5
PDEV111	Success Strategies	N	N	45.00			45.00	4.50	-	-	4.5
PDEV200	Career Management	N	N	45.00			45.00	4.50	-	-	4.5



ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: Westwood College - Denver North Campus
 Address: 7350 North Broadway, Denver, Colorado 80221
 ACICS ID Code: 27062
 Campus Classification: Main Additional Location

If an additional location, please provide the following information:

Main Campus Name:

Main Campus Address

Main Campus ID Code:

History of accreditation with ACICS and with other agencies:

Prior to September 2011, the Westwood College - Denver North Campus was accredited by the Accrediting Commission for Career Schools and Colleges (ACCSC). On September 7, 2011, the campus received an Initial Grant of Accreditation from ACICS. The current Grant of Accreditation expires on December 31, 2014.

Brief history of the institution:

The history of Westwood College began in 1953 in Denver Colorado. At that time, it was called the Radio and Television Repair Institute. In 1958, the electronics curriculum was expanded to meet the growing demands of the industry and the name of the college was changed to the National Electronics Institute (NEI).

Throughout the 1960s and early 1970s, NEI constantly updated courses and equipment, offering educational programs that were practical in content, intensive in character, and reflective of modern technical practices. In 1974, the Denver Institute of Technology, Inc. acquired ownership of the college and began to expand the curriculum to meet the needs of a growing technology society. In November 1997, DIT officially became Westwood College of Technology. In 2004, due to expansion in programs offered, Westwood College of Technology became Westwood College.

Westwood opened a campus in south Denver to provide a convenient location for students who live in the southern part of the Front Range region. Westwood College - Denver South, which opened in 1998, is an additional location of Westwood College- Denver North.

Westwood opened its first campus outside the Denver area in Anaheim, California in January 1999. The second California campus opened in Los Angeles in May 1999. In 2000, Westwood opened its O'Hare campus in Schiller Park, Illinois as an additional location of Redstone College, and its River Oaks campus in Calumet City, Illinois as an additional location of Westwood. The third California College, the Inland Empire campus, opened in Upland California in May 2001 as an additional location of Denver North.

In August 2001, following the purchase, renaming, and relocation of Heartland School of Business, the third Chicago campus, Dupage, opened in Woodridge, Illinois.

Westwood College also opened its Fort Worth campus, an additional location of the DuPage campus, in Euless, Texas in October 2001.



In August 2002, Westwood opened a second Texas college in Dallas as an additional location of the O'Hare Airport campus. Following the purchase of the Practical School in Los Angeles, the school was renamed as Westwood College - South Bay and relocated first to Long Beach and then to its current location in Torrance California.

During this time, Westwood College also purchased the Vanderschmidt School in St Loius and relocated the college to the Chicago area. The O'Hare campus (Redstone Branch) was closed after training out or transferring all students to the O'Hare Airport campus, currently located in Chicago.

In 2003, Westwood opened its Chicago Loop location in August and its Houston South campus in October. In the following year, the Atlanta Midtown campus opened in May 2004 and the Atlanta Northlake campus opened in August 2004. The Arlington Ballston campus opened in Virginia in October 2005. The Annandale campus opened in Virginia in March 2006. Both Virginia campuses are additional locations of Westwood College -South Bay.

The Denver North Campus offered online programs from 2002 through May 2009. The Westwood College - Online campus was approved in August 2008 as an additional location of Westwood College - Los Angeles, and began its first term in May 2009. It offers its courses and programs from Broomfield, Colorado.

Westwood graduates have entered numerous career areas and distinguished themselves as leaders in their industries. Over the years, these men and women have established the excellent reputation currently enjoyed by Westwood.

List of recent (past three years) complaints or adverse actions and current status:

1. Colorado Attorney General.

On March 14, 2012 a Consent Judgment between the Colorado Attorney General and Westwood was filed in Denver County District Court and adopted as an order of that Court (State of Colorado, ex rel. John W. Suthers, Attorney General and Laura E. Udis, Administrator, Uniform Commercial Credit Code v. Alta Colleges, Inc. et al, Case No. 2012CV1600 (2012)). The Consent Judgment required a three year monitoring program. The Consent Judgment became effective on May 14, 2012. The monitoring program is ongoing and reports have been submitted to the Colorado Attorney General per the requirements of the Consent Judgment.

2. Illinois Attorney General.

The Illinois Attorney General filed a lawsuit against Westwood on January 18, 2012 in Cook County, Illinois Chancery Court (People of the State of Illinois v. Alta Colleges, Inc., et al, Case No. 12CH01583). The allegations of the lawsuit center around the Criminal Justice program offered at Westwood's four Chicago area campuses. Specifically, the lawsuit takes issue with Westwood's national accreditation and alleges that because of Westwood's accreditation, Westwood graduates were not able to get jobs with certain law enforcement agencies in Illinois that required degrees from or credits earned at regionally accredited colleges. An amended complaint was filed on September 17, 2012 and Westwood answered that amended complaint by October 15, 2012. A procedural schedule has been established in this case, with fact discovery set to close on October 1, 2013 and a trial date set for September 2014. Westwood and the Attorney General have been engaged in vigorous discovery activities throughout 2013. Westwood provides the Council with regular updates on this litigation.

3. Student Arbitrations



Westwood has pending individual arbitration cases filed by 13 former students and civil litigation filed by 2 former students. Of these cases, 11 were filed by former students at Westwood's Chicago campuses (9 by former O'Hare campus students and 2 by former Loop campus students) in direct response to the Illinois Attorney General litigation. These cases will go to hearing between October 2013 and February 2014. At the first hearing, the former student dropped her claim. Of the remaining 4 cases, one was filed by a former student at Denver North, one by a former student at Los Angeles Anaheim and another by a former student at Chicago Loop. These matters are at various stages in the litigation process.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

The Westwood College - Denver North Campus has Consortium Agreements with both the Denver South and Westwood College Online campuses. These agreements allow students at the Denver North Campus to take courses at either location and have the courses completed applied for credit.

List of international activities:

None - The Westwood College - Denver North Campus does not participate in international activities.

Description and scope of distance education activities: Hybrid Fully Online

None - The Westwood College Denver North Campus does not participate in distance education activities.

Participation in Federal Financial Aid Programs: Yes No

INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: Since the last institutional review, several changes have occurred at both the Central Administration (corporate offices) and Campus level.

At Central Administration, the following changes have taken place:

In 2011, Dean Gouin was named the System President and Chief Executive Officer for Westwood College Inc.

In September 2013, Lou Pagano was named the Chief Operating Officer.

At the campus level, the following changes have taken place:

In September 2012, Daniel Snyder, was named Campus President of the Denver Market. In this role, Mr. Snyder has the on Site and operational oversight of both the Denver North and Denver South Campuses.

In September 2012, Dr. Gregory Smith joined Westwood College - Denver North Campus and was named Academic Dean and Onsite Administrator. Dr. Smith is designated as the Onsite Administrator in the absence of the Campus President of the Denver Market.

Change of Ownership: There is no change of ownership.

Program offerings: The short-term educational path has produced greater success for student completion and utilization of career-focused skills at the entry-level within the community. The Program Advisory Committees inputs have enabled the layout of the current 12 Associate degree programs. The transition to Associate degrees has supported the Associates plus Bachelors (A + B) model within the admissions of students. The greater success in short-term educational goals enable students to progress through the Associate degree first and then transition into the Bachelor degree if the student chooses.

Curriculum: In March 2012, all Westwood Colleges converted to the Career Advantage Program (CAP). Denver North began the conversion to the CAP curriculum in March 2012 term beginning with offering the ENGL098 and MATH098 college foundational courses.



The previous version, enhanced curriculum, program courses are continuing to be provided to enrolled students so as to have students complete their selected degrees. Continued enrollment in the enhanced versions was stopped in March 2012 following the introduction of the CAP programs.

The CAP model allows for courses to closely resemble the standard semester credit model. All programs that are offered were reviewed by the system curriculum committees and modified to be more efficient in delivery. The review lead to standardized General Education course offerings for each program (previously each program had individual requirements), allowing for more efficient course design. In many cases, previously separate courses were combined allowing for one core course requirement, thus reducing the number of courses and standardizing graduation requirements. This allows for students to graduate up to one term early. All associates degrees are now standardized at 90 credit hours and all bachelor degrees are standardized at 180 credit hours. With the modifications, programs and courses are more simple to maintain. The Westwood Colleges, in the Denver Market have begun to transition its program focus towards Associates degrees. With the economic needs of the community, the campuses are looking to develop an educational path for active students to receive career-focused education and assist students in employment placement prior to or upon graduation.

With this transition plan, there has been and will continue to be a decline in Bachelor degree students and a significant increase in enrollment in the Associate Degree programs.

Institutional delivery: None - The Campus has not had any changes in institutional delivery.

Other changes: None - There are no other changes other than those listed above.

1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

MISSION AND OBJECTIVES

1.1 How was the mission developed?

The Westwood College campuses are part of a nationwide system of colleges operated by Westwood College, Inc. located in Denver, Colorado. All Westwood College campuses supports a common mission. The mission of Westwood College was formulated and written by senior management along with appropriate field management at a strategic planning meeting. The mission was written to reflect that Westwood College provides a quality postsecondary education and the services that can help a diverse student body prepare for various career opportunities.

1.2 State the institution's mission and supporting objectives.

Westwood College is dedicated to preparing students with the knowledge, skills and training needed for meaningful employment. Through education, we create opportunities, change lives and impact futures.

Values:

- We are dedicated to preparing students for meaningful employment
- We provide a quality education and learning environment
- We embody integrity in everything we do



- We believe in partnership with employers, students, graduates and our communities
- We have pride in our students and are passionate about their success
- We respect diversity and believe all people should have the opportunity to get an education and find meaningful employment
- We believe in continuous improvement and exploring new ideas

1.2.1 Cite where it is found in the catalog.

The mission statement is located on page 8 of the 2013 Volume 4, Number 2 Campus Catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The supporting objectives are devoted substantially to career-related education as illustrated through the following core values of Westwood College.

1. Preparing students for meaningful employment.
2. Providing a quality education and learning environment.
3. Embodying integrity in everything we do.
4. Believing in partnership with employers, students, graduates and our communities.
5. Having pride in our students and passion about their success.
6. Respecting diversity and believe all people should have the opportunity to get an education and find meaningful employment.
7. Believing in continuous improvement and exploring new ideas.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

The above mission and values support the campus' direction of creating an environment that contains practical skills and applications of the career-related fields of study.

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

The mission statement serves to provide Westwood College with a description of the desired environment, plus a compelling call for action by all employees. Within the statement is a charge to provide knowledge, skills, and training for meaningful employment. The services that can help a diverse student body prepare for careers in various fields. The college believes its facilities, instructors, staff, and employer-driven curricula support these objectives.

Westwood College strives to establish an environment for students and employees that promotes professional growth; encourages each person to achieve his or her highest potential; and fosters ethical responsibility and individual creativity within a framework of equal opportunity.

With the mission statement as a catalyst, Westwood College strives to achieve the following goals:

- A. Programs of study are taught to foster critical thinking, communication and teamwork skills while reinforcing both the theoretical and applied principles of technology.
- B. Student support services are offered to facilitate the matriculation process and help students begin to prepare for career opportunities. Such services will include assistance with housing, assistance in applying for



financial aid, advising, tutoring, helping graduates find employment, and other special assistance programs as required.

C. Curriculum content is reviewed regularly to ensure continued relevance with technology in the workplace.

D. Each curriculum integrates technology, lifelong learning, and professional development activities. Curricular integration helps students connect the entire learning process to their lifetime career goals.

E. Each curriculum offers a learning environment that can foster communication and critical thinking skills, both of which are essential for success in an increasingly complex world.

F. The faculty, administrative staff, and management strive to ensure that the college maintains compliance with state, federal, and accreditation regulations. The college staff and resources are dedicated to creating a positive learning environment.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

Each academic program has an industry Program Advisory Committee (PAC) and recommendations derived from the committee are evaluated to determine program changes. The committee recommendations provide information on recent industry changes and allow the curriculum to keep current.

Faculty and staff members are active with various professional organizations. Their interactions with these organizations provide a network and the ability to foster in-depth industry knowledge and trends. Students are also surveyed each term to identify how well the college is meeting their needs and achieving its mission.

The career services department regularly surveys graduates. Graduates cite on the survey the appropriateness of their instruction. The department also regularly surveys employers via both formal and informal means. The Campus Academic Dean and Program Chairs review the performance of Faculty Members to assess the quality of the delivery to ensure that the college mission is fulfilled.

- 1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

Each program contains general education courses. The general education courses include the humanities, social sciences, mathematics, and natural/physical sciences. Advancing technology and global competition have dramatically changed the workplace and employer expectations. The newly emerging high-performance workplace requires employees to think critically and communicate across all levels within organizations. Work teams must gather and sift data, set up and troubleshoot systems, organize workflow, and solve problems. Constant interaction and communication are essential to the success of the team. All of these needs, support the critical importance of general education, which prepares graduates to adjust to changing conditions and promotes lifelong learning. Through Program Advisory Committees and annual surveys, employers review our curriculum and continually discuss the importance of general education skills such as critical thinking, teamwork, verbal communication, and written communication.

- 1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

There are no current plans to change the institution's mission and/or supporting objectives.

INSTITUTIONAL EFFECTIVENESS

- 1.7 How was the campus effectiveness plan (CEP) developed?



The development and implementation of the Campus Effectiveness Plan (CEP) is a collective effort by all departments on campus. The following process described below was used to develop the plan. The current college performance was used as the benchmark.

1.7.1 Who is responsible for implementing and monitoring the plan?

Each department director developed a list of objectives and activities to improve the college's effectiveness in meeting the needs of employees, students and potential employers. The campus leadership team also developed a comprehensive strategy for continuous improvement for the college. Specific department objectives were identified which satisfy the overall plan. These initiatives are developed from the strategic directions and the mission statement of the college.

Each department director is responsible for the implementation of the CEP. During the year, the plan is reviewed for appropriateness. If required, the leadership team agrees on revisions or amendments. The Campus President is ultimately responsible for implementation of the CEP.

1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year:10 Rate:Retention =67%, Placement = 84%

Year:11 Rate:Retention = 63%, Placement = 71%

Year:12 Rate:Retention = 74.6%, Placement = 64%

Explanation (if necessary)

The Denver North Campus's retention rate is computed annually using the following formula:

$$\text{Retention Percentage} = (\text{Total Enrollments} - \text{Withdrawals}) / \text{Total Enrollments}$$

The Denver North Campus's placement rate is computed annually using the following formula:

$$\text{Employment Percentage} = (\text{Placed in Field} + \text{Placed in Related Field}) / \text{Graduates and Completers} - \text{Unavailable for Placement}$$

1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

The retention rates for the year and compared to years prior are showing progression. The campus is maintaining compliance rates for campus. Programs that do not meet the compliance rates have an improvement plan established in the CEP. Further discussions regarding retention and placement rates are held at the Westwood College Leadership team Meetings that are held bi-annually in November and May. These meetings bring all of the Westwood College campuses together to share ideas and implement new plans.

1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 75% Placement: 75%

1.10.1 What factors were taken into consideration when developing these goals?

The campus internally established the retention and placement goals shown below, which were developed with consideration of previous performance within the Westwood Colleges system:

A. Retention goal = 75%



B. Placement goal = 75%

Based on past performance, retention is an area of focus for the campus. Annual retention rates for the past three years:

2010, 67%

2011, 63%

2012, 74.6%

We are committed to maintaining at least 75% retention.

Based on past performance, placement is an area of success for the campus. Annual placement rates for the past three years:

2010, 84%

2011, 71%

2012, 64%

We are committed to maintaining at least 75% placement.

- 1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

The service departments at Westwood College - Denver North Campus provide services to all students during their programs. The campus is committed to providing an environment that supports students in achieving their personal and professional goals. The campus has various resources to support students throughout their time of enrollment. Consequently, retention activities have a cumulative impact on student success and are designed to provide support and assist students in completing their degrees and advancing their careers.

The placement outcomes shown in item 1.10.1 above demonstrate that placement-related activities have enabled the campus to maintain a strong presence in the local employment market.

- 1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

Survey data are used to assess our graduate's satisfaction with their educational experience, educational outcomes, and employment successes. Graduates are surveyed two times; immediately following graduation and 150 days after graduation via an automated online email survey. The questions on the survey include whether graduates were prepared to enter the job market, whether the coursework had prepared the graduate for a job, whether the graduate's career path is exciting to them, and would they recommend Westwood College to a family member or friend.

b. Level of employer satisfaction

Employers who hire Westwood graduates are surveyed 150 days (or approximately six months) after graduation. Surveys are sent via an automated online survey that contains questions related to the graduate's level of competence, technical skills, and interpersonal skills, along with an assessment of whether the employer was satisfied with his or her choice to hire a Westwood graduate.



c. Student learning outcomes

The campus is aware of the effect that daily attendance has on student educational success and that multiple absences are indicative of a student's likelihood of withdrawing from college. Daily review of the campus LDA reports provides information that allows the forecasting of trends effecting student retention.

The indirect measure of student success through attendance presents an opportunity for the college to transition its focus to more direct measures. The college uses many data points to demonstrate that students are learning and acquiring the knowledge and skills they will need to enter their chosen professions. Sources for this data include the CAR, the CampusVue program, and external surveys.

Externship evaluation data is collected on all students who complete their degree program. The evaluative data points are from three sources to include site coordinator, faculty, and students are reviewed and calculated for student success and program evaluation.

Student success on national certification exams will be used to measure how well the program(s) have prepared students to enter fields such as Medical Assisting and Information Technology. The data are received from the RMA and the CCNA websites.

Data from the Student Satisfaction Inventory is shared with faculty and staff semiannually. Faculty can use this data to select areas of concentration for professional growth and development. The campus staff can use the identified areas to help with campus strategic plan and campus culture development.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

Westwood college solicits feedback on regular intervals following graduation. In order to ensure proper tracking and consolidation of feedback, surveys are distributed and calculated centrally, with results made available to the individual campuses. Surveys are sent out and aggregated over the course of each accreditation year from July 1st through June 30th.

An automated survey link is emailed to graduates one day and 150 days following graduation, soliciting their feedback about their experience at Westwood. Reminder/followup emails are sent once a week for two weeks until a response is received. Campus Career Services staff members aid the collection of survey data by following up individually by phone or email to encourage graduates to complete the survey.

After providing sufficient time for surveys to be completed, typically 30 days after initial distribution, survey data is made available to the campus. The data is jointly reviewed by the Campus President and Director of Career Services. Based upon graduate responses, concerns and areas of opportunity are addressed via service modifications, as appropriate.

Data gathered from the surveys -- both objective and subjective -- are incorporated into the IEP and feedback is used to create goals and benchmarks.

b. Satisfaction of employers

Employer satisfaction is measured via survey data. When a student is coded "placed" in the campus employment tracking system, an email is sent to their employer 150 days following graduation. The campus career services team may follow up with employers to encourage them to complete the surveys as necessary. Survey results are made available 50 days following the initial survey distribution. Results are reviewed by the Campus President and Director of Career Services. Areas of opportunity are addressed through changes to service offerings and through the support of the academics department.



Data gathered from the surveys -- both objective and subjective -- are incorporated in the CEP and feedback is used to create goals and benchmarks for future comparison.

c. Student learning outcomes

Academic benchmarks have been established within each program to ascertain that students comprehend the theoretical concepts and practical applications. Key Graded Assignments (KGAs), quizzes, papers, midterm exams, and final exams are examples of the types of measurement tools used. Completion of practical hands-on labs and projects are also used to determine the level of student comprehension.

Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects, and examinations.

1.13 How is the campus effectiveness plan evaluated?

Regular department meetings allow for the review of student outcomes to assess whether the plan's strategy is working. The college staff reviews both CA and locally generated data to ascertain performance relative to the established critical variables. Enrollments, retention, attendance, grades, financial obligations, staff recommendations, and student feedback are evaluated quarterly. The Campus President and Campus Directors make appropriate changes in strategy as necessary.

1.13.1 What is the schedule for evaluation?

Each college is charged with continual improvement in all outcomes. Every year, the campus leadership team will present local goals to senior management at CA in order to identify areas for improvement.

2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

The governance, control, and corporate organization of the institution is found on page 15 of the 2013, Volume 4, Number 2 Campus Catalog.

The Denver North campus is a wholly owned entity of Trav Corporation, which is a wholly-owned subsidiary of Westwood College, Inc. Officers of Westwood College, Inc. are as follows:

Dean M. Gouin, CEO and System President

William M. Ojile, Jr., Secretary

Dessa Bokides, Chief Financial Officer

Lou Pagano, Chief Operating Officer.

Members of the Board of Trustees of Westwood College, Inc. are as follows:

James Z. Turner, Chairman and Trustee

Kirk T. Reidinger, Vice Chairman and Trustee



R. Wade Muphree, Trustee

William Thorndike, Trustee

Dean M. Gouin, Trustee

- 2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

Upon hire, every employee that works at the Westwood College - Denver North Campus is presented a job description by their hiring manager. The Job Description contains the duties and responsibilities required for each position. Each employee signs a Job Description Acknowledgement Form upon hire. The Job Description and Form is kept in the personnel/ACICS file located in the executive assistant's office. The hiring manager is responsible for ensuring that the employees understand who they report to. When changes are made to the organization structure, an organizational announcement is distributed to all employees of the campus.

- 2.2.1 How is this documented?

Each employee receives a Job Description and signs a Job Description Acknowledgement Form which is located in their personnel/ACICS file located in the Executive Assistant's office.

- 2.3 How does the administration monitor and evaluate activities of faculty and staff?

All Fulltime Administrative Staff and Fulltime Faculty receive an annual evaluation each year. The Annual Evaluation allows the employees to critique their performance over the previous year, set goals for the upcoming year, and allows the manager the opportunity to evaluate performance based upon a preset list of objectives. All Directors and the Campus Academic Dean have weekly one-on-one meetings with employees who directly report to them. All Directors and the Campus Academic Dean also have departmental meetings each week to discuss the performance of the department and areas of opportunity for improvement.

Throughout the year, the Program Chairs and Campus Academic Dean observe faculty members at least two times each year. New Faculty members have two faculty observations in their first term. Results from these observations are shared with the faculty members to ensure they understand strengths and areas of opportunity for improvement.

- 2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The administration provides for the professional integrity of the staff through rigorous hiring practices, internal orientation and training programs, tuition reimbursement, membership in professional organizations, and regular in-service programs. The faculty and staff are selected principally because of outstanding qualifications in industry areas. In most cases, these qualifications include degrees, memberships in professional associations, and years of related industry and/or teaching experience. Westwood College conducts a background check prior to start of employment to ensure the professional integrity of staff and faculty. All employees read and sign a published Code of Conduct.

Faculty members are encouraged to maintain informal contact with persons in their area of expertise. Academic freedom exists within the framework of a standardized curriculum. The academic freedom policy, part of the Code of Conduct, is on the internal website. All faculty members participate in a new faculty orientation before they enter the classroom. The academic freedom policy, as well as others policies, are discussed at the orientation.

- 2.5 How is the policy for ensuring academic freedom communicated to faculty?



As stated in the Westwood College policies and procedures on the internal website, faculty are encouraged to exercise academic freedom within defined guidelines. Faculty exercise freedom by developing daily lesson plans, selecting appropriate instructional methodologies, and exercising the opportunity to suggest curricula or text change ideas through an established curriculum review process. Westwood College sponsors annual Excellence in Education Awards to recognize performance at the local and national levels.

- 2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

Westwood College tracks all student complaints at both the campus and Central Administration levels. The Director of Student Support, Campus Academic Dean, and Campus President report all grievances to the college's system president/CEO. This system enables administrative follow-up and evaluation of the types of problems. Each student is given a copy of the Student Complaint/ Grievance Procedures that are located on pages 89-92 of the 2013 Volume 4, Number 2, Campus Catalog. The procedure is also posted in various locations throughout the campus. If a student follows the Student Complaint/Grievance Procedure and feels that his/her complaint was not adequately resolved, s/he may directly contact MySafeCampus, a toll-free hotline based at Central Administration.

All of these procedures have been effective as most student complaints are handled locally within the three- to six-day time period allotted. If the student is still dissatisfied, s/he may contact the state or the accreditation agency.

Faculty and staff are given copies of the complaint procedure and the topic is covered in the orientation for all new hires. All new directors/managers are required to take a series of computer-based training courses.

Westwood College provides students ongoing opportunities for feedback via the quarterly Student Satisfaction Inventories and the term-based Faculty Course Evaluations. The campus' leadership team addresses student concerns and complaints, which are minimized due to this proactive program.

Employee grievance procedures are communicated through employee policies and procedures located on the Westwood College internal website under the Human Resources link.

- 2.7 Describe any plans for the improvement of the organization.

Each month, the college reviews staffing, equipment, and operational needs as part of an ongoing budget and expense forecasting system. Additions to staff and other changes are made in response to growing or declining student census or the addition of new programs of study.

The Westwood College - Denver North campus utilizes the CampusVue student information database to collect all enrollment and class data. This database coordinates all student information in one repository. Information gathered during the admissions process – including Wonderlic assessment scores, testing date, and motivating factors (used to help in student retention) – is entered into the computer system as the information is received. Student records are also kept within the CampusVue system and attendance is entered daily. Several reports can be generated which enable the college to keep track of new student enrollment, current student standings, and attendance records.



3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

Dr. Gregory Smith MSW, EdD, Community College Executive Leadership is the Campus Academic Dean and onsite administrator at the Westwood College - Denver North campus and joined the college in 2012. Prior to joining Westwood College, Dr. Smith has been the Dean at two other proprietary colleges; Department Chair Allied Health programs; Faculty and Adjunct faculty for proprietary and state appropriated colleges and universities. Dr. Smith is also an Evaluator for both ACICS and the Accrediting Bureau of Health Education Schools.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Program Advisory Committees review and comment on each program of study twice a year and their recommendations are forwarded to Central Administration. National Curriculum Committee recommendations, observations, and suggestions are reviewed at the CA level and determinations are made, as appropriate, to enhance the academic programs. Westwood College strives to maintain continuity through the use of standardized program curricula throughout all of its college campuses. Programs of study are also evaluated by monitoring their impact on graduate placement and attrition within each program.

b. Student activity programs

Westwood College offers a wide range of activities and organizations in which students can participate. Activities are planned and implemented by the student clubs and various campus departments. The college provides the opportunity for students to participate in a number of extracurricular activities. Students are encouraged to take advantage of activities, clubs, and events that are offered both on and off campus. These events are designed to help students feel a part of the campus community and to develop career readiness skills. Examples of student events and/or clubs include:

- Student Ambassadors
- Criminal Justice Club
- Game Art Design Club
- Auto SEMA Certification
- Holiday Activities
- Summer Fest
- Student Appreciation
- Day One Success Class
- Future Business Leaders of America



- Alpha Beta Kappa National Honor Society
- Campus Academic Dean Honors and Recognition
- Constitution Week

c. Guidance services

Each Program Chair is responsible for continuing evaluation of the student academic advisement process. Instructors form the “first line” of the advising process. They have contact with the student on a daily basis and are typically first to address attendance, academic, disciplinary, and personal problems. These problems, if unresolved at the first level, are referred to the Director of Student Support and Campus Academic Dean.

The campus also holds Student Success Team meetings in which “at risk” students are identified and assigned to specific faculty members for advising. There is a secure location on the administrative server that the campus communicates on student issues that are addressed during Student Success Team meetings. The assigned faculty/staff member seeks out the assigned student so s/he may assist the student with any obstacles that can impede their success. The faculty/staff member communicates with the appropriate director(s), a plan of action to help the student achieve his/her goals.

d. Financial aid services

It is the responsibility of the campus president and director of student finance to assure that the institution is adhering to the rules and guidelines of the accrediting council and government agencies (federal, state, and local).

The director at student finance at the campus reviews institutional Student Information Records (ISIR) and campus-based funding awards, as well as all verification documents, before disbursements are made.

e. Instructional procedures

Faculty Course Evaluations (FCEs) are administered by Central Administration each term in each class to aid in the evaluation of instructional success. In addition, the education department evaluates its performance in other ways as well, such as scheduled and unannounced classroom visits, where the Campus Academic Dean and the Program Chairs gather information to evaluate and improve instruction techniques.

f. Instructional resources

The faculty uses the resource materials in the college’s Learning Commons and campus Internet access to supplement regular classroom textbooks and resource materials. Internet access also gives the instructors entrance into the Westwood College’s Virtual Library via the internal website. Faculty also draw resources from their home libraries and local libraries. Textbook publishers will occasionally send new textbooks and accompanying materials to the college. Faculty members are encouraged to review texts and respond to the material. Faculty also collaborate with their many business contacts to arrange for guest speakers and field trips.

Additional resources available to faculty include CD-ROMs, videos, DVD/VCR combinations, traditional overheads, and LCD projectors that display images with sound.



3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

The official transcript(s) for every professional staff member listed on the catalog addendum is on file in the personnel/ACICS file maintained by the campus Executive Assistant.

3.4. What records are kept relative to the following areas:

a. Financial aid activities

Financial aid records are scanned upon receipt to our Student Finance Operation Center (SFOC) and are accessible through our image now software. Depending on the student's situation, the financial aid documents are used to aid and track the process of assisting students to find meaningful employment.

b. Admissions

Admission records are maintained either electronically or hard-copy in a student's education file for generally ten years following graduation.

c. Curriculum

Strong curriculum development and instructional presentation are paramount to the success of all programs at Westwood College. Documentation for each course includes goals and objectives, a course of study, lesson plans, and a course syllabus. Faculty members create more detailed lesson plans from the standardized curriculum documentation available on the internal website.

d. Guidance

Students receive academic, attendance, and/or financial aid advising from the college as necessary. Some of the advising is formalized in the CampusVue student database system. Student Action Reports (SAR's) track the activities of the student and record any changes that take place during the student's term of enrollment. These reports are kept in the student's academic file.

e. Library or instructional resources

All records pertaining to the library are located and housed in the library. Instructional resources are housed in the respective program chair's offices.

f. Instructional supplies and equipment

Faculty members order consumable supplies as determined by classroom use. Campus departments inventory all equipment each year. The Campus Departments use the standard schedule of depreciation to track the value of equipment. Equipment is replaced to meet instructional needs and may be upgraded prior to the stated depreciated lifetime.

g. School plant

Copies of the following documents are on file at the college:



1. Lease agreement
2. Certificate of Occupancy

h. Faculty and staff

Faculty and staff files are kept securely in the Executive Assistant's office. Each file contains the employee's application, evaluation sheets, and official transcripts. Also filed in the employees' folders are additional items such as dates of workshops attended and citations for quality work. ACICS data sheets for each employee are maintained in these files as well.

i. Student activities

Each student has an academic and financial aid file (scanned SFOC). It is the responsibility of the Director of Student Finance and the Registrar to ensure that a student file pertinent to their departments be maintained for each student. The Registrar maintains the academic files, and the Director of Student Finance maintains the financial files. Documentation maintained in these files are generally retained for ten years following graduation. Student files for prospective, rejected, active, and inactive applicants are maintained separately.

j. Student personnel

All documents pertaining to the students enrollment and proof of high school graduation are in student's file, and held in the Records department:

k. Campus Accountability Reports

Campus Accountability Reports (CAR) are saved on the shared drive (L:Drive) and a hard copy is also kept in the Executive Assistant's office as back-up.

- 3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

Each student has an academic and financial aid file. It is the responsibility of the Director of Student Finance and Registrar to ensure that a student file, pertinent to their department, be maintained for each student. The Registrar maintains the academic files, and the Director of Student Finance maintains the financial files. The following education records are maintained in a student's academic file, generally maintained for 10 years following graduation.

Financial aid files are electronically stored. The Campus scans financial documents upon receipt that are verified by a indexer at the SFOC. All financial aid files are accessible to administrative personal through our secure server and Image now software.

- 3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Not applicable. Westwood College - Denver North campus does not admit ability-to-benefit students.



3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

During the enrollment process, prospective students indicate if they attained a 1) high school diploma, 2) are currently attending high school or 3) high school equivalency (GED). The student also provides the name of the school and city where the diploma or GED was attained. A Request for Transcripts is completed by enrollee at the time of admission to the college. Although students are ultimately responsible for providing proof of high school completion, the college provides them with assistance to obtain appropriate documents for verification. Documented proof of high school completion or equivalency must be provided by the 14th day of the student's first term. This time frame can be extended through a waiver granted by the Campus President, and is documented on a Deficiency Letter.

Applicants must request post-secondary transcripts for evaluation by the Education department for transfer credits.

The Westwood College - Denver North campus uses a third party (Sterling) to verify all diplomas and degree(s) for incoming students. The verification process supports the credentials earned by the incoming students.

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

If the enrollees diploma is not from a public high school or a state department of education, the diploma is cross referenced with a list provided by Central Administration of non-approved high schools. This list contains high schools that are not accredited and are considered "diploma mills". Additionally, students providing a foreign high school diploma or transcript are evaluated by a third party for equivalency.

3.7. What grading system does the campus employ to indicate student progress?

Grades at Westwood College are determined by using valid and standard academic measurement procedures such as tests, quizzes, homework assignments, in-class projects, group work, and extra credit. Extra credit assignments are permitted only when all students in all sections of the course are given the same opportunity.

Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects, and examinations. The following is a list of possible grades a student may receive for each course, the points that each grade will contribute to the student's grade point average, and a brief description of the grade:

A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Above average
B-	2.7	
C+	2.3	



C	2.0	Average .
C-	1.7	
D+	1.3	
D	1.0	Below Average
F	0.0	Failure

Any student earning a grade of “F” in any course must repeat and successfully complete the course prior to graduation.

I Incomplete - Indicates that the student has not completed all work required for the course. All work required must be successfully completed within two weeks from the beginning of the next term or the otherwise earned letter grade is awarded (normally an “F”). Incompletes may only be awarded upon the approval of the instructor and Academic dean.

PR Proficiency - Indicates that the student demonstrated knowledge and skill in the course through previous experience. “PR” is not considered in computing grade point average.

TR Transferred Credit - Indicates that the college has accepted credit earned for previous post-secondary education at a different institution. “TR” is not considered in computing the grade point average.

W Withdrawal - Indicates that the student withdrew or was terminated from the course prior to completion of 80% of that course. “W” is not considered in the computing of the grade point average. Withdrawals after 80% of the course has been completed will receive the otherwise earned letter grade (normally an “F”).

P Passing - Indicates a passing grade in a course designated as a pass-fail course. “P” is not considered in computing the grade point average.

N No Pass – Indicates a non-passing grade in a course designated as a pass-fail course.

A transcript is maintained for each student. The grading system is on the back of the Academic Record (transcript), which is used for both official and unofficial transcripts. The grading scale is also explained on page 60-61 of the 2013 Volume 4, Number 2 Catalog.

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

The campus uses quarter hours to establish credits for degree.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

A transcript is maintained for each student. The Registrar maintains a checklist for all active files and utilizes a graduation checklist to maintain necessary documentation and transcripts for students.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading system is on the back of the Academic Record (transcript), which is located on the back of official and transcripts. The grading scale is also explained on page 60-61 of the 2013 Volume 4, Number 2 Campus Catalog.



- 3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Official student records are recorded in the CampusVue Student Database. Documents are scanned by the campus and stored on off-site servers.

- 3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

Local campus files are backed-up daily via Symantec backup and stored on a separate file server. A full backup is performed every Saturday and verified for integrity. These backups are maintained by the local campus system administrator.

CampusVue and other off-site applications follow a similar backup procedure. These servers use Symantec NetBackup 7.5 with an incremental backup running Monday – Thursday and a full backup starting on Friday that runs through the weekend. These backups are maintained by the IT Infrastructure team.

- 3.9. How long are student records maintained by the campus?

Transcripts are maintained indefinitely. Other official documents are maintained as required by the various approving agencies. Non-official documents are kept in accordance with campus retention policies.

- 3.10. Describe any plans for improvement in the administration.

The campus has developed three initiatives that will focus on student retention for students in terms one through three; Educational staff and faculty are collaborating with departments to maintain continuous documentation on at-risk students and those with attendance issues; Faculty are aware and involved in making contact with all students at-risk and having attendance issues through the CampusVue email and MYPATH system; Daily roundtable meetings are scheduled four days a week to focus attention on attendance, academic performances, and at-risk students designed to intervene at the earliest point.



4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

To ensure that each student admitted can benefit from the educational program, only high school graduates or GED holders are admitted. Candidates are also required to achieve specific scores on the Wonderlic assessment. Applicants can also show evidence of specific scores in either the SAT or ACT examinations. Applicants possessing 36 quarter hours earned from an accredited college are eligible to bypass the exam.

To ensure that each enrollee is fully informed about the nature of the education provided by Westwood College, a detailed, scripted recruitment presentation - College U, has been developed and all Westwood College Admissions Representatives must be proficient at delivering the presentation before being allowed to present it alone.

The initial part of the presentation is a questionnaire that helps identify the strengths and weaknesses of the candidate and provides a better understanding of the candidate's needs. In the case of prospective students under the age of 18, parents must be present at the time of enrollment. In addition, the prospective student is given a copy of the college catalog, which contains program and course descriptions for each curriculum.

4.1.1 Does the policy differ based on the credential awarded or program of study?

The policy does not differ based on the credential awarded or program of study.

4.1.2 Explain how the admissions policy adheres to the institution's mission.

The admission policy is parallel to the college's mission. The admission requirements ensure that accepted students will possess the ability to retain the knowledge, skills, and training needed for meaningful employment. The admissions policies for the college are contained on pages 103-110 in the 2013 volume 4, number 2 Campus Catalog submitted with this application.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Not applicable. Westwood College - Denver North Campus does not accept ability-to-benefit students.

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

The college's admission policies and procedures require that the following records be maintained in each student's academic file:

1. Admission Wonderlic Assessment scores and the date(s) each assessment was given. College transcripts/ACT/SAT scores waive the assessment requirements.
2. A high school or GED verification form submitted by Sterling, our third party verification company, indicating that the student graduated and thus the diploma has been verified. In place of the verification form,



an official high school transcript indicating graduation or high school equivalency certificate (GED). In place of those items, an official college transcript indicating that the student has completed either an Associate degree or a Bachelor degree.

3. Completed Enrollment Agreement

Students are denied admission to Westwood College if they have not achieved the minimum score on the Wonderlic assessment or do not possess a high school diploma or equivalent. The college documents the basis for denial.

4.4 Describe the student recruitment program.

Westwood College has an extensive outreach program designed to engage prospective students through a variety of media, internet and referrals. Interested prospective students meet with an admissions representative in person or over the phone for a career assessment (CollegeU) to determine the prospective students match to an appropriate Westwood College program. During this presentation, students are presented information regarding six key areas: 1) Setting proper expectations of what college will entail including covering our three specific disclosures. 2) Learning specific items about the prospects needs and educational goals. 3) Presenting information about specific programs of interest. 4) Presenting information regarding the features of the school. 5) Presenting information regarding their investment into college. 6) Each student is given a complete tour of the campus which includes meeting other staff members.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

Admissions representatives are trained on an ongoing basis by the Director of Admissions as well as through a structured CA program including classroom training, self-guided tools and computer based training modules. Representatives are monitored on a regular basis to ensure ongoing proficiency in key recruitment areas. Some of the tools used to monitor the representatives include the following: 1) Weekly documented one-on-one meetings with the Director of Admissions. 2) Weekly admission meeting designed to provide on-going training and communicate updates. 3) Term reviews are administered at the end of each of the college's five terms. These are designed to point out areas of success and opportunities to work on. 4) Term based action plan guides (APG's), designed to work on three opportunities for each representative. 5) A series of both interview and phone observations are documented and used as a coaching tool to ensure compliance. Westwood College admissions representatives are compensated on base and annual tenure salary. They have the potential for an annual merit increase based on their performance.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

The transfer of credit policy is as follows:

Requests for transfer credit should be submitted to the Campus Academic Dean as part of the admissions process and will only be accepted for consideration prior to the first day of scheduled classes during the student's first term in college. If transfer credits cannot be submitted to campus academic dean because of delays in receiving them from previously attended institutions, transfer credits must be accepted by end of the add/change and drop period for the application term. In order to have transfer credits accepted at Westwood, a student must have an official transcript sent from the previous institution to Westwood College Student Records office. To be considered "official," a transcript must be in a sealed envelope and signed by the granting institution. No photocopies will be accepted. To be accepted for transfer credit, the course must be similar in scope and credits to a Westwood course, and the student must have earned a grade of "C" or better. Courses found in the career major may transfer if completed within the past 5 years. All other courses may transfer without time limitations. All requests are subject to approval at the sole discretion of the Academic Dean or designee. Students attending Westwood College campuses or campuses owned by Westwood College, Inc. are



able to transfer all courses and grades to other Westwood College Schools, provided that the courses apply to the student's chosen program.

Please note that terms in which transfer credits are applied may affect enrollment status and financial aid eligibility for that term. Students consult with either the Campus Academic Dean or Program Chair concerning the acceptance of transfer credits. The student also consults with a Student Finance Advisor concerning the financial impact of transfer credits.

4.6.1 Where are these policies and procedures published?

Policies affecting credit for previous education are located on page 63 of the 2013 Volume 4, Number 2 Campus Catalog.

4.6.2 Describe any articulation agreements with other institutions.

Westwood College - Denver North campus does not have any current articulation agreements.

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

Not applicable.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Not applicable.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

Dr. Gregory Smith, MSW, EdD, Community College Executive Leadership is the Campus Academic Dean and onsite administrator at the Westwood College - Denver North campus and is the person on-site for administering Satisfactory Academic Progress. Prior to joining Westwood College, Dr. Smith has been the Dean at two other proprietary colleges; Department Chair Allied Health programs; Faculty and Adjunct faculty for proprietary and state appropriated colleges and universities. Dr. Smith is also an Evaluator for both ACICS and the Accrediting Bureau of Health Education Schools.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

To be making satisfactory progress, a student must meet or exceed the criteria at all evaluation points as outlined in the Satisfactory Academic Progress policy specified on pages 70-72 of the 2013, Volume 4, Number 2 Campus Catalog. The student must also proceed through the program of study at a pace within the Maximum Program Length for Completion. The Maximum Program Length for Completion is 150 percent of the number of credits required to complete the program of study minus any recognized transfer credits.

4.8.1 Who reviews the student's records and advises the student?

The Campus Academic Dean and Program Chairs meet prior to the start of every term to review all students that did not meet SAP. Program Chairs are responsible to meet with their students to discuss progress and plans towards meeting SAP during the term. In addition, the Campus Academic Dean and Program Chairs meet with students during continuing registration to review their process and to discuss the upcoming term schedule.

4.8.2 Who monitors probation?



The Campus Academic Dean and Program Chairs are responsible to monitor probation.

4.8.3 How is attendance verified?

Attendance is verified through a daily Last Date of Attendance (LDA) report that is distributed to the Campus Academic Dean and Programs Chairs, as well as to the Admission and Student Support Departments. In addition, attendance can be verified through the Campusvue system.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

At the end of every term, SAP is run through the SAP calculator for all students to determine which students fall below the minimum requirements for CGPA and completion rate based on where they are in their program. A list is compiled and distributed to the Campus Academic Dean and Program Chairs so that Success plans can be created.

FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

The Westwood College - Denver North Campus offers institutional Scholarships, grants and loan programs. Westwood College scholarships can be found on pages 115- 119, of the 2013 Volume 4, Number 2, Campus Catalog:

Westwood College Matching Scholarship

The Westwood College Matching Scholarship program exists to encourage students to take control of financing their education by seeking out and earning third-party scholarships. Listed below are requirements and guidelines for participating in the program.

Preparation for Success Award

The Preparation for Success Award will be given to all 2013 high school graduate applicants to Westwood who complete the terms and conditions below within 60 days of application. All award requirements must be completed by July 15, 2013. The award is \$2,000 toward an associate degree and an additional \$2,000 awarded for continuation toward a bachelor's degree (\$4,000 total). The award amount for a diploma program is \$1,000.

High School Scholarship Programs

There are two high school scholarship categories: the President's Scholarship and the School of Design/Healthcare/Technology.

Scholarships.

1. The President's Scholarship award amount includes full tuition, fees and books. There are two President's Scholarships that will be awarded by each Westwood College ground campus. President's Scholarship recipients are not eligible for the School of Design/Healthcare/Technology scholarships, the Preparation for Success Award or the



Imagine America scholarship.

2. The School of Design/Healthcare/Technology Scholarships award amount is \$10,000 for a bachelor's degree program, \$5,000 for an associate degree program and \$2,500 for a diploma program. The scholarships are offered to students who enroll in the Schools of Design, Healthcare and Technology only. There are two scholarships per high school, per campus.

PATH to Success Scholarships

The Westwood College PATH to Success scholarship program rewards students who take control of their future through dedicated career planning and action. Westwood will honor students who are taking personal responsibility for their future by making a thorough career plan and taking detailed steps while they are still in school to get a job in their field after college.

- 4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

A complete listing of tuition and charges is contained in a catalog addendum provided to students at the time of enrollment. The college reserves the right to adjust tuition rates at the beginning of any academic term, but such increases will be announced at least 60 days in advance.

Tuition is charged to each student's account every term, based on his/her enrollment status for that term. Students should review the enrollment agreement or contact the business office for information about the charges for each program. Tools are charged to each student's account in the term in which the tools are issued. Books will be charged to a student's account when issued each term. The amount of the charges will be based on the current book prices. Used books are occasionally available for a discounted price.

Charges to a student's account (tuition, tools, and/or books) must be paid by the end of each term, either by financial aid, agency payments, cash payments, or through the college's financing program. Students with delinquent cash or college financing program payments will not be allowed to attend classes for the next term or future terms until the account is brought current. Questions or concerns regarding an account or college financing program should be directed to business office personnel. The tool kit, textbooks, and supplies may be purchased through the college or from an outside supplier, but must be the tool kit, textbooks, and supplies required by the college.

- 4.11 What are the refund policies and procedures?

The Westwood College Refund Policies and Procedures can be found on Pages 121-123, of the 2013, Volume 4, Number 2, Campus Catalog:

Institutional refund policy



Refunds must be calculated from the last date of recorded attendance. The following calculations reflect this policy:

1. A full refund of all monies paid if the applicant is not accepted by the college.
2. A full refund of tuition and fees paid if the applicant withdraws any time up to 30 calendar days after the first day of class of the applicant's first term of enrollment, if requested in writing.
3. A full refund of tuition and fees paid in the event that the college discontinues a course or program of education during a period of time within which a student could have reasonably completed the same, except that this provision shall not apply in the event that the college ceases operation.

The policy for cancellation, settlement, and refund of tuition and fees provides for at least the following:

All States Excluding Georgia

1. In all states except for Georgia, a student terminating within the first 10 percent of the term shall be entitled to a refund of 90 percent of the term price, exclusive of books, tools, and supplies.

All States Including Georgia

1. In all states, a student terminating after 10 percent but within the first 25 percent of the term shall be entitled to a refund of 75 percent of the term price, exclusive of books, tools, and supplies.
2. In all states, a student terminating after 25 percent but within the first 50 percent of the term shall be entitled to a refund of 50 percent of the term price, exclusive of books, tools, and supplies.
3. In all states, a student terminating after 50 percent but within the first 75 percent of the term shall be entitled to a refund of 25 percent of the term price, exclusive of books, tools, and supplies.



4. In all states, a student terminating after completing 75 percent of the term shall not be entitled to any refund and shall be obligated for the full term price, which constitutes maximum obligation, exclusive of books, tools, and supplies.
5. The above calculations are performed on a term-by-term basis as determined by the particular term in which the student withdraws. All previous terms will be charged in full.
6. The lab charge and online per-credit course fee are treated as part of the tuition for refunding purposes.

Refund and Distribution Policy

Westwood College adheres to the refund policy as published in this catalog . This refund policy is in accordance with the guidelines prescribed by the state of Colorado and other states as noted in the enrollment agreement or addenda, and by the federal government. If a student withdraws from Westwood and a refund is due, the following return of funds and refund distribution policy will be observed. Amounts of refunds will be allocated in the following order by academic year:

- Unsubsidized federal Stafford loan
- Subsidized federal Stafford loan
- Federal Perkins loan
- Federal PLUS
- Other Title IV, HEA assistance, federal, state, private, and institutional student financial assistance received by the student.

If after all required Title IV funds are returned based on the Return of Title IV calculation and the state or institutional refund has been calculated and a credit balance still exists, the credit must be first applied to any APEX financing (if applicable). If a credit balance still remains, all Title IV loans will first be refunded, beginning with the current period of enrollment and going backward, then to any other private loan, then the student. Any credit balance on a student account at graduation will first be applied to any APEX financing (if applicable) prior to sending to the student.

4.12 What are the qualifications of the financial aid officer?

Armando Guardiola is the Director of Student Finance at the Westwood College – Denver North Campus, and is the person on-site responsible for the administration of Financial Aid. Mr. Guardiola earned a Bachelor of Social Science degree from Regis University and a Master of Science degree in Accounting from Regis University. In 2007, Mr. Guardiola joined the Westwood College – Denver North Campus as a Business Intelligence III and later accepted additional challenges and became the Director of Student Finance for the campus in 2009. Mr. Guardiola was promoted to the Director of Student Finance, overseeing both the Denver North and Denver South campus in September 2012.



Anne Clifton is the Assistant Director of Student Finance for Westwood College - Denver North Campus and is the person on-site responsible for administering financial aid when Mr. Guardiola is not on campus. Mrs. Clifton attended the University of Northern Colorado and studied business. In 2001, Mrs. Clifton joined Westwood College - Denver South Campus as Financial Aid Advisor. She later accepted a position with the Westwood College Enrollment Management department as an enrollment management specialist. In 2004, Mrs. Clifton returned to the campus as a Student Finance Specialist. During 2008, Mrs. Clifton left Westwood to attend to the needs of her family. Mrs. Clifton returned to Westwood College - Denver North campus part-time in 2010 and assumed the responsibilities of Financial Aid Specialist. In August 2010, Mrs. Clifton accepted additional challenges and became Assistant Director of Student Finance at the Westwood College - Denver North campus.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

The Director of Student Finance and Assistant Director of Student Finance are members of Colorado Association of Financial Aid Administrators (CAFAA) and National Association of Student Financial Aid Administrators (NASFAA). Both keep up to date with changes in financial aid by attending CAFAA trainings, electronic access trainings, regional quarterly meetings, workshops, beginning and advanced level training at the central administration office, as well as local, state, and federal workshops.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

As students engage in the financial aid process, both the Student Finance Department at the campus and Default Counselors at the Student Loan Solutions Department at central Administration counsel students about the importance of the repaying student loans. Initial counseling regarding their obligation to repay student loans is conducted when a student enrolls in a portal appointment. During repackaging periods, and as a student enters their final term all student receiving Title IV loans are required to attend an exit interview upon leaving school. During these meetings, an overview of the student's rights and responsibilities are discussed. A complete financial aid packet is given to the student informing them of lender and guarantee agency names and phone numbers, as well as samples of deferment forms. This assures that all students have a full understanding concerning the details of their financial obligations to repay their student loans. A detailed questionnaire is provided to the students and an answer period completes the interview with a strong emphasis on the student's responsibility to communicate with lenders and stay in touch with the school for any assistance they may need in the future.

4.13.1 What is the cohort default rate for the last three years?

Year: 2008	Rate: 10
Year: 2009	Rate: 15.6
Year: 2010	Rate: 12.6

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.
Not applicable. The Westwood College - Denver North Campus does not provide students with cash discounts.

STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.



New students participate in the New Student Orientation prior to their classes beginning. This provides them with an overview of the college as well as the campus, and what they need to consider in order to be successful in college. The orientation presentation is designed to give new students an introduction to the various assets available to them on campus from Admissions, Student Support, Education and Career Services. Additionally, information about completing Financial Aid is discussed. The presentation stresses the need for effective communications between students, faculty and staff. Contact information is shared, empowering students to know who to reach out to for assistance. Other points of orientation include 1) how to seek help to include tutoring, 2) resolving any problems encountered in the class room, and 3) encouraging students to join program related clubs. Following the presentation, students are divided into groups by program and the orientation is enhanced by meeting with their PC. Each PC reviews their career field, courses, and expectations. They also discuss the importance communicating with their faculty as well as staying connected to their PC.

During the Success Strategies (PDEV111) course, these same points are reviewed and augmented with additional information. Representatives from each department come into the class to discuss their function and to elaborate on the services they can provide. The Campus President, Campus Academic Dean and Director of Student Support, also, present the "Top 10" to first term students to ensure they understand key points, such as obligations to repay student loans, transferability of credit, campus security, financial aid requirements, academic standing, and to answer any questions new students may have.

4.16 Describe all academic and personal counseling services offered.

Student Support Advisors meet with students in their first through third term to enhance their sustainability in college and move forward to complete their degrees in a timely manner. The Advisors assist students in setting and achieving their goals which, ultimately, provides them with the skills to achieve their goals from the third term through completing their degree. The Program Chairs complete all academic advising for first through third term students focusing on academic success plans and guidance with identified areas of concern.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

Dianne Hopkins is the Director of Student Support at the Westwood College, Denver North Campus and is the person responsible for the counseling programs on campus. Ms. Hopkins has a Master of Arts Degree in Guidance and Counseling (specialization in College Student Personnel). Ms. Hopkins joined Westwood College in 1996 and serves on the Leadership Team for the Denver North and Denver South campuses. Prior to joining Westwood College she taught and counseled at a community college Women's Center in Michigan. She has served in various roles within education for over 34 years.

4.17 Describe the retention program.

The retention improvement program is integral to the college's IEP. It is reflected in the mission statement, the college goals, the Education Department goals, and the individual goals of the faculty and staff.

Westwood College is committed to providing an environment that supports students in achieving their learning, personal and professional goals. The campus has various resources to support students throughout their time enrolled to include, but not limited to:

- The college's "hands-on" approach to learning gives each student an opportunity to realize accomplishment and success. For example: All faculty have completed the PT3 training within their first two terms. The focus is to help them understand the campus demographics, becoming a facilitator of educational learning, and how to develop classroom activities that are skill based and have practical applications for learning.



- In recognition of their successes, the college has term-based awards for students that achieve academic and attendance honors. The campus has built a recognition wall that identifies these term based achievements.
- Assessing “at-risk” students and identifying strategies to support these students: In an effort to provide early interventions, retain students, and minimize the number of students who drop out of school, education representatives are identified to help with 1st through 3rd term initiatives. Weekly Student Success meetings are scheduled to help with At-Risk students. The team is made up of educational staff and faculty, Director of Admissions, Re-entry specialist, and Student Support. It is a review of student grades and attendance. These meetings help to identify students who might benefit from additional student services.
- Assisting with campus housing: Westwood College-Denver North Campus has contracted with Collegiate Housing Services, an outside company, to provide student housing.
- Coordinating tutoring services: Individual peer tutoring is available to students at no cost. A student can request a tutor, faculty can suggest or recommend that the student obtains tutoring, or Student Support can call students who are struggling academically and offer tutoring services.
- Ambassador Program (student-to-student mentoring program): This program helps incoming freshman acclimate to college life.
- Facilitating student complaints and grievance policy: Informal, one-on-one meetings can be held between students and Student Support staff anytime during regular college hours. These meetings provide students the chance to address concerns and share accomplishments as well as receive feedback from college personnel who will take appropriate action, if necessary, to help student alleviate the concern and more importantly provide encouragement. Student Support staff facilitates and tracks student complaints through an online complaint portal "My-Safe-Campus". Students can submit anonymous complaints through this website. Students can also submit verbal complaints to the Student Support staff when on campus. The Student Support staff responds to the complaints and keeps a record of the outcome on file.
- Assisting reentering students: The process of reentry to the college entails sending contact letters, making phone calls, and, in some instances, organizing a meeting with the Re-entry committee. If a meeting with the committee is required, the student will be asked to provide specific information to the committee that explains the reason/circumstances for leaving school followed by an explanation of why the student wants to return. The committee then decides if the student should be permitted to reenroll for the next term. Members of the committee consist of the Director of Student Support, Re-entry Specialist, Campus Academic Dean, Program Chair, Director of Student Finance and Director of Career Services.
- Monitoring attendance: Educational staff and faculty monitor attendance daily through the Last Day of Attendance report (LDA report). All students who are absent receive an email from their Faculty Member. Program Chairs call and email all students who are absent greater than seven days. Student Support contacts students who have been absent from school after two consecutive days of absence. Student Support contacts these students to determine if there is an issue the school can assist with or if there is any support staff can provide to assist the student in returning to class. If a student has missed numerous class days throughout a term, Student Support will again follow up to determine the reason(s) for the absences and to ascertain if Westwood College can do anything to help get the student back on track.
- Facilitating access to outside services and agencies: If necessary, the Student Support Department assists students in obtaining local outside professional services (e.g., professional counseling, housing, transportation, battered women’s community services, referrals for substance abuse) for issues that are more personal in nature.
- Student Support Services: There are several resources that provide students the opportunity to solve problems, share ideas, and set goals with a member of the college staff. Advisors assist individual students who are having difficulty attending class on a regular basis, experiencing academic problems, financial concerns, or facing personal issues. Informal, one-on-one meetings with advisors can be held anytime during regular college



hours. Students facing a particularly difficult personal issue while attending college are encouraged to contact the Director of Student Support, who can effectively offer information and referrals to professional counseling and human services agencies in the community where students can gain the help they need.

4.18 Describe employment services offered to students.

The Career Services Department offers a wide range of placement and career counseling/preparation services to our students and graduates, commencing on the first day of attendance through alumni status. The following is a representation of services and resources provided:

Early Term Students

Focus for early term students (typically first through fourth term) is focused on assisting students secure full- and part-time general employment. The CS staff will assist students with resume writing and provide job leads as available, while also providing employment related resources such as contact information for staffing agencies.

Pre-Graduation

Beginning in the fifth term prior to graduation, Career Services assistance shifts toward helping students prepare for placement in a position related to his/her field of study. Beginning with active involvement in Career Management (PDEV200), a course centered around career development, CS assists with professional resume writing and interviewing skills. Each student is provided an opportunity to participate in a mock interview to assess interviewing skills, and gain feedback on areas of needed improvement. Additionally, professional portfolios are developed for art, design, and programming students.

Upon completion of employer ready resume, cover letter and portfolio, the Career Services Advisors actively market those students to employers. CS Advisors follow up from start-to-finish during the hiring process to provide insight and information as required by the employers. The Career Services staff continues to actively work with students to secure employment prior to graduation.

After Graduation

For those students not placed prior to graduation, the CS department continues to actively work with each student as needed to assist with placement opportunities. Advisors engage graduates on a regular basis while continuing to work with employers to match those graduates with appropriate positions. CS monitors placement rates for 150 days post graduation; however, any student not placed by the 150-day mark will continue to receive ongoing career counseling services until the graduate is placed or requests no further assistance.

Alumni Services

Alumni may request employment assistance from any Westwood College Career Services Department, including but not limited to resume writing, interviewing practice, and help locating available alumni-level positions.

4.18.1 Describe how placement verification is documented.

After a student secures placement, the Career Services office takes the following steps to verify employment:

- Students are asked to fill out and sign an employment information form which documents their employer, position, salary details and supervisor information.
- Using information provided by the student, or information obtained independently, the Career Services department will contact the employer directly to request that the employer fill out and sign an employment verification form.



- In some situations, an employer will request that verification be obtained via a third-party verifier, such as The Work Number.
- If written documentation is unable to be obtained by the employer, graduate, or third-party verifier, but we have obtained verbal confirmation, all details of the conversations are carefully documented by a career services staff member in CampusVue and the graduate Career Services file.
- If sufficient written or verbal first-hand information cannot be verified, the placement is not considered valid, and is not calculated as a placement for regulatory or internal purposes. For unique situations like student self employment, the above steps are followed. Additionally, the placement is not considered verified until the career services staff obtains independent, third-party verification to support the attestation of self employment. Some examples of documentation include official business filings to the Secretary of State, copies of invoices to customers, copies of checks paid to the graduate, business cards, and websites that outline the scope of the graduate's work.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Employer Satisfaction Surveys:

Employers who hire Westwood graduates are surveyed 150 days (or approximately six months) after graduation. Surveys are sent via an automated online survey that contains questions related to the graduate's level of competence, technical skills, and interpersonal skills, along with an assessment of whether the employer was satisfied with his or her choice to hire a Westwood graduate.

Graduate Satisfaction Surveys:

Survey data are used to assess our graduate's satisfaction with their educational experience, educational outcomes, and employment successes. Graduates are surveyed two times; immediately following graduation and 150 days after graduation via an automated online email survey. The questions on the survey include whether graduates were prepared to enter the job market, whether the coursework had prepared the graduate for a job, whether the graduate's career path is exciting to them, and would they recommend Westwood College to a family member or friend.

4.20 Describe the programs of extracurricular activities, if any.

Some examples of activities organized for student participation that assist with their educational endeavors are:

- Health Fairs and Blood Drives for Medical Assisting students
- Participate in CABPES curriculum development and teaching of practical program software
- Participate in KidsTek programs and facilitate learning.
- Attend and volunteer for Bandimere Speedway events
- Participation in design and game development competitions for Game Art and Game Software Development students
- SEMA training and certification for Automotive Technology students

Campus events are designed to enhance the students educational experience. Departments within the college often collaborate in offering extra curricular activities to students to create a well balanced educational experience.

- Campus Clubs and Groups
- Program Clubs
- Community/global fundraisers



- Campus Retention Events
- Term Events
- Westwoodopoly
- Perfect Attendance Challenge
- March Madness
- Summer Bash
- BBQ's
- Turkey Baskets
- Giving Tree
- Vendor Days
- Program Speakers
- Professional Program Field
- Alumni
- Employers
- Career Fairs

4.21 Describe any areas needing improvement in the area of relations with students.

Plans for improving student experience and relations include:

- Educational Assembly identifying positive activities and student recognition
- Recognition Board for Educational Awards
- First through third term initiatives are designed to stitch students into a cohort and support a successful transition with college life.



5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

The mission statement as provided in Section 1.2 serves to provide Westwood College with a description of the desired environment plus a compelling call of action for all employees. Within the statement is a charge to provide knowledge, skills, and training needed for meaningful employment. Support services help a diverse student body prepare for careers. The college believes its facilities, instructors, staff, and employer-driven curricula support these objectives.

Westwood College strives to establish an environment that promotes professional growth; encourages each person to achieve his or her highest potential; and fosters ethical responsibility and individual creativity within a framework of equal opportunity.

The mission statement is a living document that drives student, employee, and financial resources to continue to establish Westwood College as a leader in career education. With the mission statement as a catalyst, Westwood College strives to maintain:

1. Programs of study that foster critical thinking, communication, and teamwork skills while reinforcing both the theoretical and applied principles of technology and design.
2. Student support services to facilitate the matriculation process and assist the career preparation for students. Such services include assistance with housing, assistance in applying for financial aid, advising, tutoring, helping undergraduates find employment, and other special programs as required.
3. Curriculum content reviews performed regularly to ensure continued relevance with technology in the workplace.
4. Curriculum integration of technology, lifelong learning, and professional development activities. Curricular integration help students connect the entire learning process to their lifetime career goals.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).



The bachelor's degree in Business Administration with a Major in Healthcare Management is designed to provide students and working professionals with the knowledge and skills needed by healthcare professionals seeking entry-level positions or advancement in their field. The program provides students with a solid business foundation in accounting finance, human resources, business law, and marketing. In addition, the program helps students develop general management skills and provides them with a framework for critical thinking and ethical decision making. The program also introduces student to common business software applications for word processing, spreadsheets, and presentations. The career major courses cover a wide range of healthcare topics and relevant coursework in healthcare law, long-term care, risk management, and public health.

The bachelor's degree in Business Administration: Major in Management helps students advance in their business fields or prepares students for entry-level positions in management. Coursework in business fundamentals provides students with a strong foundation in the general operations of a business. Leadership-related courses provide students with the skills needed to supervise others. Management courses provide students with practical skills in areas such as business law, project management, and supply management. This program infuses real-world, hands-on application of theoretical concepts so that students may apply concepts to the current business environment. Graduates of this program will be prepared to seek various entry-level positions in business such as sales representative, administrative services manager, human resources generalist, or promotions specialist.

The bachelor's degree in Construction Management prepares students for entry-level positions in the field of construction management. Through three main areas of instruction – construction science, construction management, and business – the program provides the concepts and tools needed to manage construction projects. Coursework in construction science provides a strong foundation in construction concepts fundamental to residential and light commercial buildings, such as building materials, construction design, and construction methods. Coursework in construction management teaches skills needed to provide supervisory support to construction projects, develop estimates and bids, develop construction schedules; and administer construction contracts. The business component of the program teaches the general business skills needed to provide administrative support to the internal operation of a construction company. Graduates of this program will be prepared to seek job titles such as assistant project manager, assistant project superintendent, assistant estimator, assistant field manager/supervisor, or assistant construction manager.

The bachelor's degree in Criminal Justice equips students academically and professionally by developing a knowledge base, social awareness and technological skills for an entry-level position in today's criminal justice environment. This program covers topics such as: criminology, criminal procedure, criminal investigation, juvenile justice, victimology, and ethics in criminal justice. The curriculum provides an understanding of criminal justice methods, techniques, technologies and required skills and abilities. The program helps prepare students for entry-level jobs such as: investigator, law enforcement officer, corrections officer, children's advocate, youth care counselor, youth treatment counselor, and community relations manager.

The bachelor's degree in Game Software Development provides students with the ability to apply core knowledge of software engineering to employment settings through a curriculum that emphasizes game and interactive software development. In addition, general education courses assist students in applying critical thinking, logic, communication, and problem-solving skills in managing challenges that occur in a game development environment. This program helps prepare a student for an entry-level position in the game software development industry including the following roles: application developer, game software programmer, product software developer, game advisor, game designer, game tester, software developer, web designer/programmer.



The bachelor's degree in Information Technology: Major in Cisco® Network Systems provides students with the knowledge and skills necessary to deploy and maintain fully integrated network infrastructure services and applications. The curriculum focuses on the advanced skills required to manage the end-to-end network infrastructure but goes beyond core routing and switching to include applications deployed on the edge of the network, such as wireless, security, and voice. The program covers topics such as converged networks, Quality of Service (QoS), Virtual Private Networks (VPNs), broadband technologies, and next-generation network devices and services engineered to provide wire-speed delivery of concurrent data, voice, video, and wireless services with optimized security. The program helps prepare students for entry-level roles in the information technology industry such as Cisco network engineer, network administrator, computer/technical support specialist, help-desk technician, or computer systems administrator.

The associate's degree in Automotive Technology provides students with the skills needed for fundamental automotive repair. The automotive technology degree has been evaluated by the National Automotive Technicians Education Foundation (NATEF) and meet the National Institute for Automotive Service Excellence (ASE) standards of quality for the training of automobile technicians in all areas which include the following: brakes, electrical/electronic systems, engine performance, suspension and steering, automatic transmission and transaxle, engine repair, heating and air conditioning, manual drive train and axles. Westwood's automotive technology program offers some distinct advantages to students who wish to pursue careers in this exciting field. First, instructors with field experience provide a practical and knowledgeable source of education. Second, training labs contain automotive testing equipment, such as handheld scanners, alignment machines, and other computerized diagnostic tools. Third, the students have internet access to the Alldata automotive service information system. Finally, the combination of both classroom theory and hands-on training on vehicles offers the advantage of having applied the skills that will be required on the job for entry-level positions such as automotive service technician, service advisor, transmission technician, tune-up technician, front-end technician, or brake technician.

The associate's degree in Computer Aided Design/Architectural Drafting equips students with the skills necessary to utilize computer software to prepare drawings commonly used in the building industry. Students receive training on recent releases of industry standard computer aided design applications as well as a theoretical background including mathematics, communication skills, and career management techniques. They then immediately put this instruction to use in practical lab projects. This hands-on learning environment, coupled with industry-experienced faculty, ensures that graduates are well prepared for the work force. The program provides students with the entry-level skills necessary to enter careers in the drafting field such as a CAD operator, architectural CAD technician, or architectural drafter.

The associate's degree in Criminal Justice program equips students academically and professionally by developing a knowledge base, social awareness and technological skills for an entry-level position in today's criminal justice environment. This program covers topics such as policing, criminology, corrections and constitutional law. The curriculum provides an understanding of criminal justice methods, techniques, technologies and required skills and abilities.

The Dental Assisting Associate's program prepares students for employment in the dental assisting field. The program is designed to provide students with the knowledge and the skills to work as a chairside dental assistant. Background information and abilities will also be provided in dental radiology, dental specialties and state approved expanded functions. Instructional background is also delivered in front office procedures. Each student will rotate into a minimum of two different dental office/clinics to experience the teamwork that provides quality dental care for patients.

The associate's degree in Graphic Design program prepares students for entry-level jobs in the graphic design and multimedia industry. Students learn to create effective designs that communicate visually in both print and multimedia environments. The combination of technical and general education courses in the program helps students develop skills in critical thinking, communication, and problem solving.



The Health Information Technology Associate's program provides graduates with the ability to abstract, analyze, maintain, and process health information. The program emphasizes the use of a variety of health information systems, adherence to regulatory guidelines, application of reimbursement coding, and the management of health records. In addition, the combination of technical and general education courses in the program enables students to develop skills in critical thinking, communication, interpersonal interaction, and problem-solving. The program provides students with the skills to work in a variety of diverse settings in the healthcare industry.

The associate's degree in Information Technology is designed to provide students with the skills required to design, install, configure, and maintain enterprise-wide networks. In addition, the combination of technical and general education courses in the program helps students develop skills in critical thinking, logic, communication, and problem-solving. The program helps prepare students for entry-level jobs in the industry such as network administrator, help desk technician, or computer system administrator.

The associate's degree in Information Technology prepares students with the skills required to design, install, configure, and maintain network and technology infrastructures. In addition, the combination of required and area emphasis courses allows students to specialize in focus areas such as: CISCO Network Security; CISCO Network Voice; CISCO Network Wireless; Microsoft System Administration; and Virtualization.

The associate's degree in Medical Assisting prepares students with the skills necessary to be responsible for a wide range of front office and back office functions in the medical field. Coursework includes hands-on training concluding with a 165-hour externship during which students will use acquired skills in a medical facility as a medical assistant performing administrative and patient contact tasks required of the job. In addition, the general education courses in the program help students apply skills in critical thinking, logic, communication, and problem solving in a medical office environment. Upon successful completion of this program, students will demonstrate competence in general, administrative, and clinical skills necessary for entry into the field as a medical assistant.

The associate's degree in Medical Office Management program equips students with the skills necessary to manage medical office operations. The program is designed to teach students the skills necessary to work with doctors and their patients in a medical office environment. The program emphasizes a wide range of business and health-related topics. In addition, the general education courses in the program help students apply skills in critical thinking, communications, and problem solving in a medical environment.

The associate's degree in Paralegal program equips students with the skills necessary to function as a qualified assistant to a lawyer. The program provides students with fundamental knowledge of legal terminology, procedural and substantive law, drafting of legal documents and legal research.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

Dr. Gregory Smith MSW, EdD, Community College Executive Leadership is the Campus Academic Dean and is the person on-site responsible for the administration of all academic programs at the Westwood College - Denver North campus and joined the college in 2012. Prior to joining Westwood College, Dr. Smith has been the Dean at two other proprietary colleges; Department Chair Allied Health programs; Faculty and Adjunct faculty for proprietary and state appropriated colleges and universities. Dr. Smith is also an Evaluator for both ACICS and the Accrediting Bureau of Health Education Schools.

5.2.2 Administration of each academic program offered.



Ms. Teresa Hunt is the Program Chair for Schools of Legal and Justice and has more than 31 years experience managing correctional facilities in the public and private sector, and three years experience as a Program Chair. She has a bachelor of arts degree in Sociology and Criminal Justice from Gustavus Adolphus College in Saint Peters, Minnesota and a master's degree of Public Administration from University of Southern California in Los Angeles, California.

Ms. Lisa Hopsicker is the Program Chair for General Education has seven years of experience in higher education, including instruction and academic advising. Prior to entering the higher education field, her experience centered around psychology and social work with positions in community mental health, residential treatment, inpatient psychiatric treatment, and crime and trauma victim services. She has a bachelor of arts degree in Psychology from Hartwick College in Oneonta, New York and a master's degree in Social Work from Arizona State University in Phoenix, Arizona.

Ms. Vivian Jeffcoat is the Program Chair for the School of Business. Ms. Jeffcoat has held a variety of positions in business and has taught business classes to a diverse population in a variety of formats and class length. She has authored two high school workbooks, one for a business communication class and one for a personal finance class, offered by the University of Nebraska-Lincoln Independent Study High School. She has a master's degree in Business Education from University of Nebraska in Lincoln, Nebraska and a bachelor of science in Business Administration from Regis University in Denver, Colorado. Her fifteen years experience in marketing and sales in the insurance industry provide her with the ability to give first-hand knowledge, experience, expertise and insight into the practical applications of management.

Ms. Audrey Theisen is the Program Chair for the Health Information Technology program and has been credentialed as a Registered Health Information Administrator with the American Health Information Management Association for thirty eight years. Her employment experience includes Health Information Management Director, Program Coordinator for a Medical Billing and Coding Education Program, Medical Office Administrator, Oncology Clinical Trials Coordinator, Regional Manager for a pilot program for Social Security Disability Determination, and Data Administrator for the state Quality Assurance Medicaid Program. She has a master's degree in Science in Computer Information Systems, Post Baccalaureate in Health Information Management and a bachelor of science in Business.

Mr. Charles Bendert is the Program Chair for the School of Design. He has a bachelor of Fine Arts degree from Metropolitan State University of Denver. Program emphasis in commercial graphic design/applied arts. He has been in the graphic design field for over 20 years; holding positions of production artist, designer, lead senior designer, assistant art director and art director for a single in-state promotional graphics company. He has produced in-house and free lance work for comic books, zoos, aquariums and major amusement/theme parks nation wide.

Mr. Charles Bradford is the Program Chair for the School of Technology. He has a master's degree from the University of Phoenix and a bachelor's degree in Information Systems. He has 15 years of experience in education to include IT director at two separate educational institutions. He has 30 years of experience in Information Processing and Business environment.

Mr. Dennis Steuerwald is the Program Chair for the School of Health. He holds an associate degree in Occupational Studies and Medical Specialties from College America in Denver Colorado and a Bachelor of Science degree in psychology from the University of Denver. Mr. Steuerwald has experience in the realms of diagnostic radiology, medical office management and pharmacy. He further has experience as a medical assistant working in student health at the University of Colorado, Boulder Colorado. He is a certified instructor of CPR/BLS and a former firefighter.

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.



Evaluating and revising curricula is an ongoing process at Westwood College. This process involves faculty, administration, and external groups/individuals. The CA Academic Affairs department utilizes feedback and input from Program Chairs, faculty, and Campus Academic Deans to continually review textbooks, references, and the instructional needs of each program. New program development is initiated through Central Administration Academic Affairs. Career Services is also valuable in determining necessary curriculum changes, recognizing local needs based on graduate and employer interviews.

The members of each program's Program Advisory Committee also contribute to the development of the college's programs in several ways. The committee members share their company and professional experience with the college faculty. The ongoing committee discussions provide Westwood College with industry trends and needs. Members discuss areas such as new technology products, processes, software, and strong general education knowledge. The college identifies members who have a variety of backgrounds so it can get a broad impression of technological changes. Employers are willing to share their employee expectations with students. This is very beneficial because employers always stress effective communication, attendance, and teamwork to students that may believe that technical expertise is the only requirement for career success. Employer feedback includes both local and nationwide responses and is positive concerning the preparation of Westwood College graduates for employment.

5.4 Describe how the educational programs reflect the needs of the students and the community.

The Academic Affairs team conducts a comprehensive labor market study prior to implementation of any program. This study evaluates the level of interest in the college's marketing area; examines the current need for the program; and evaluates state employment statistics. Existing programs at Westwood College are regularly reviewed. These reviews include graduate employer surveys, marketing results, and student outcomes.

As industry and government become more automated and computer driven, new employment requirements will emerge. Employers need employees that understand technology and can also reason, solve problems, communicate clearly, learn new skills, and work effectively in teams. Programs at Westwood College have been specifically designed to teach students in each of these critical areas.

As technology continues to transform the workplace, positions have become increasingly more complex and demand more sophisticated levels of knowledge and skills. To better address the needs of the new employment market, Westwood campuses across the country consult employers that use the technology taught in its programs. Westwood College's collaboration with the employers provides valuable feedback to maintain the currency of its existing curricula and to provide guidance for developing new curricula. On a local level, Program Advisory Committees for each program provide information about the needs of potential employers.

With the mission statement as a catalyst, Westwood College strives to achieve the following goals:

- A. Programs of study taught to foster critical thinking, communication and teamwork skills while reinforcing both the theoretical and applied principles of technology.
- B. Student support services offered to facilitate the matriculation process and help students begin to prepare for career opportunities. Such services include: assistance with housing; assistance in applying for financial aid; advising; tutoring; helping undergraduates find employment; and other special assistance programs as required.
- C. Curriculum content reviewed regularly to ensure continued relevance with technology in the workplace.
- D. Curriculum integration with technology, general education and professional development activities. Curricular assimilation helps students connect the entire learning process to their lifetime career goals. Each curriculum will offer a learning environment that can foster communication and critical thinking skills.

5.5 How are provisions made for individual educational differences among students?



In the classroom, faculty members use a variety of instructional delivery methods to ensure students in their classrooms are gaining comprehension of the subject matter. If it becomes evident that a student does not understand the course content, the faculty member will work with the individual student or recommend tutoring in the Educational Department. The college is open Monday through Friday, 8:00 AM until 11:00 PM, and Saturdays from 8:00 AM until 2:00 PM.

Above-average performers are encouraged to undertake extra projects and to assist other students when possible. Below-average performers are advised by their faculty member whenever a concern is identified.

Students enrolling with previous college training can receive transfer credit providing both course description and college credits are similar.

Courses such as Computer Applications, Career Management and Success Strategies supplement the general education curriculum. These courses cover all aspects of career preparation, goal setting, and achievement.

5.6 How are the community resources utilized to enrich the programs?

Members of the area business community are invited to speak to classes on various topics of interest. Faculty members may also arrange to take their classes on field trips so that students may visually experience the “real work” environment and have an opportunity to ask pertinent questions.

Program Advisory Committees are also an integral part of the feedback received from industry experts working in the community. They are intended to serve as a means of permitting expert advice to flow from business and industry to the college and, in turn, for program awareness to flow from the college to the community.

Program Advisory Committees are also used to offer advice or assistance in the following areas:

1. Curriculum
2. Equipment
3. Laboratory layout
4. Faculty
5. Employer needs
6. Instructor professional development
7. Guest speakers
9. Field trips
10. Part-time jobs

The Career Services department works with the outside community to volunteer student time to work on various areas of the student’s academic program. Examples of areas that students work in are web-design for non-for profits, networking and drafting.

Last, the college is involved in activities such as health fairs and community policing events and conferences. Students are recognized for their participation in these activities.

5.6.1 Describe how the utilization of these resources is documented.

Meeting minutes are maintained for all Program Advisory meetings in PAC binders for each program. The campus also maintains a log of all guest speakers that have come to campus and field trips that students have participated in.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

Westwood Colleges, Inc., has established faculty roles and responsibilities that include but are not limited to the following:



- Participation on program advisory committees.
- Serving as subject matter experts in the development, review and revision of curriculum and course content.
- Submitting recommendations for course assignments, textbooks, audio and video content, assessments, supplemental learning materials, and library resources.
- Making suggestions regarding course design.

Faculty have the opportunity to engage in these activities through Program Chair calls; communication with Program Managers, the Director of Curriculum, and Instructional Designers through the My Path learning management system and email; campus faculty meetings; subject matter expert contracts for course and program development; and institutional effectiveness planning and evaluation meetings and activities, which address retention, graduate employment, student learning outcomes, graduate and employer satisfaction, and other areas of institutional effectiveness.

5.7.1 How was the academic governance policy communicated to the faculty?

Each faculty member is provided the academic governance and documentation of acknowledgement is signed files in faculty file.

5.8 Is there a detailed syllabus on file for each course?

The internal website contains all syllabi and lesson plans. During faculty orientation, faculty are directed to download the syllabi for their specific course/s. In addition, faculty meet with their Program Directors outside of the faculty orientation prior to classes starting. All syllabi contain the course description, course overview, course content, course objectives, unit time allocation, textbooks, instructor resources, evaluation criteria, graded activities, instructor notes, and facility/equipment/tools.

5.8.1 How are syllabi developed?

Course syllabi have been developed by a group of Program Chairs and Faculty from all campuses.

5.8.2 How often are the syllabi revised?

Central Administration Curriculum department revises syllabi on a regular basis and forwards changes through the new term syllabi report.

5.8.3 Describe the process for revising syllabi.

Each syllabus is periodically revised to accommodate:

- A. Changes due to textbook replacement;
- B. Changes in application software;
- C. Enhancements made due to adoption of innovative classroom delivery methods;
- D. Recommendations made by Program Advisory Committee members;
- E. Recommendations made by faculty via the curriculum revision process as specified on the college's website;
- F. Enhancements made due to changes in technology.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

The Central Administration Curriculum department established all out-of-class assignments for the master syllabi approaches. The continuous review, updates, and open communication with faculty supports the accuracy of the review processes and evaluation criteria in each course.



- 5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

Westwood College – Denver North requires an externship only for its Medical Assisting (AAS) program. This externship provides the opportunity to incorporate knowledge and skills acquired during course work into an actual environment through a 165-hour, non-paid training experience under the guidance of experienced professionals. Upon successful completion of this course, students are prepared to successfully enter the field of medical assisting.

Tracey Hawthorne is the Denver North and South Campus' Externship Coordinator.

- 5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

Westwood College is meeting current needs of industry and business. Each program is reviewed on a regular basis by program advisory committees, the faculty at the college, and the central administration Academic Affairs team. Recommendations from the advisory committees, employers, staff, and students can start the process for a curriculum change. If a major change is suggested by the campus, such as the elimination of an existing course or the implementation of a new program, the Central Administration Academic Affairs team conducts a thorough review of the curriculum before action is taken.

The Program Chairs and Campus Academic Dean review faculty recommendations for curriculum changes in an approved program of study. Requests for changes in the curriculum are then submitted as outlined on the Central Administration website. All necessary state and accrediting council approvals are obtained in advance of any implementation of curriculum changes.

Employers are surveyed on an annual basis regarding the performance of Westwood College graduates. After the graduate secures employment, a Graduate Employment Information (GEI) form is sent to the employer and to the graduate. This form requests salary, job description, hire date, and company information. It also requests comments on the individual's skills.

- 5.10.1 If advisory boards are utilized, list board members and their qualifications.

Each educational program has a Program Advisory Committees and recommendations derived from the committee are evaluated to determine curricula changes. The committee recommendations provide information on recent industry changes and allow the curriculum to keep current with these changes. The PAC committee members are as follows:

School of Design

William Ern, Designer – Lockheed Martin

Kit Burgess, Designer – Leviathan Games

Jess Bull, Founding Member – CIGDA

Megan Fox, Game Designer/Owner – Glass Bottom Games

Chad Hoover, Game Designer – Zebra Lighting

School of Business

Heidi Williams, Owner – Freedom Uniforms/Mayor of Thornton, CO

Sherri Pierson, Marketing Specialist – Golder Associates



J. Carle Abernathy, HR Manager – J.R. Butler, Inc.

Patricia Gross, Owner – Patty's Patties

School of Service

Chris Lechman, General Manager – Pacesetter Roadside Assistance

Jeff Clear, District Manager – SnapOn Tools

Alan Hinkle, Alignment Trainer – Specialty Products

Randy Holmbert, Ower – AutoStaff Now

J. Brooks, Auto Sales Associate – Arvada Motor Sports

Jon Jelosek, Owner – Gunbarrel Imports

Brian Sump, President – Avalon Motor Sports

Dennis Gregory/Trinity Gregory, Owners – Affordable Auto Repair

Lori Senske, Associate Manager – Car Quest

School of Technology

Ashley Rogers, Technician – Computer Services, Inc.

Randy Drennen, IT Director – SEMA Construction

Peter Rasmussen, Manager of Security Operations, GB Protect

Vu Tran, SVP Engineering & Operations – Microtech-Tel

Tommy Crawford, Director of Network Engineering - Ciber

Schools of Justice/Legal

Al Young, Retired Police Chief

Fabian Rodriguez, Deputy Sheriff – Adams County Sheriff's Office

Becky Rae, Recruiting Officer – Bureau of Prisons

Kevin Smolka, Detective – Denver Police Department

Ron French, Sheriff Commander – Department of Corrections

Norm Renter, Chief Cruelty Investigator – Denver Dumb Friends League

Matt Barnes, Public Information Officer & Community Relations Officer – City of Thornton

Angela Dunson, Victim Advocate – City & County of Denver

School of Health

Scott Cole, Medical Assistant – State of Colorado/Wheat Ridge Medical center

Sherry Cooper, MA, CMA, RPT, CPR/Phlebotomy Trainer, -- Hand Over Hearts, LLC



Anne Clifford, CMA, Medical Assistant – Partners In Health

Rodger Steinhem, PA-C, Health Care Consultant

Blossom Oding, PharmD, Pharmacist/Pharmacy Manager – Walgreen's Pharmacy

Sarah Thoenke, Medical Assistant Recruiter

Health Information Technology Program (part of the School of Health)

Hannah Stein, RHIA, Director of Health Information Management – Boulder Mental Health

Crystal Keefer, Practice Administrator – Center of Surgical Specialists

Kathye Howell, HIM Senior Analysis – Kaiser Permanente

Stephen Ulmer, HIM Coding Support Analyst – Kaiser Permanente

Kathleen Jorgensen, Practice Administrator – Centura Hospital

Claudia Delgado, Billing Manager – Clinica Family Health Services

5.11 How was the length of each program determined?

Program lengths are derived in the following manner:

- A. Analysis of market research assists with the employment expectations in each of the disciplines;
- B. Subject Matter Experts' evaluation of the time needed to acquire the knowledge and skills of the Field being taught;
- C. Analysis and evaluation of each program by the appropriate program advisory committee;
- D. Cumulative credit hour analysis for the appropriate degree, as specified by state, and accreditation criteria;
- E. Review of comparable programs at other postsecondary institutions.

5.12 Do any programs include training by a third party? If so, please explain.

Not applicable. Third party training is not used in any Westwood College program.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

The Health Information technology requires graduates to sit and pass the registered Health Information Technology (RHIT) Certification prior to employment.

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

100 percent of students must pass the RHIT Exam prior to employment in the field.

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

The Health Information Technology program is currently pursuing Commission on Accreditation for Health



Infomatics and Information Management Education (CAHIIM). The program will require this accreditation for graduates to be employed in field.

5.14.1 Explain the current status in holding such accreditation.

The CAHIIM Self Study is currently being reviewed for submission in October 2013.

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

The campus is currently recruiting the first class of students. The disclosure for the HIT program states "HIT does not currently have the program accreditation that is required for the graduate to take the RHIT exam". The disclosure further states "students will not be allowed to begin classes if the HIT program has not achieved candicacy for this accreditation".

5.15 How are appropriate course sequencing and prerequisites determined?

Sequencing and prerequisites are determined with input from consultants with both industry and academic experience and through research of colleges with similar academic programs.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Curricula follow a logical progression from fundamentals to more sophisticated applications. For example, in the Graphic Design curriculum, the first course is a basic drawing course utilized to instruct students in the basic premises of graphic design such as format, image, and type. After this introductory course, students proceed to one of two courses. They can enroll in Digital Illustration, which uses a software package named Adobe Illustrator to administration the principles students learned in the introductory course into a computerized layout. The second option is for students to take Digital Imaging, which uses a software package named Adobe Photoshop to modify pre-selected computerized images into a production quality work on the computer. After both Illustrator and Photoshop courses have been taken, students are able to proceed to a layout class, which uses software named Quark to administer both Adobe Illustrator and Adobe Photoshop to combine both imagery and typography in production of effective layouts. The prerequisites support and reflect the progressive nature of the coursework.

5.16 How is the need for curriculum changes determined?

Westwood Colleges meet the current needs of industry and business, programs are reviewed on a continual basis by the college and by the central administration academic affairs. For new programs, review is provided to program manager, campus presidents, and academic deans. The Central Administration Academic Affairs department, via the program chair meetings, reviews each of the existing programs annually.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

Recommendations from advisory committees, employers, staff, and students can start the process for a curriculum change. If it is a major change, such as the elimination of an existing program or the implementation of a new program, the Academic Affairs department, with the help of the business development department, conducts a thorough review of the curriculum before action is taken.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

Research is conducted by each region to help ensure the program meets the needs of the campuses.



5.17 What curriculum changes have been made during the last three years?

In March 2012, all Westwood Colleges converted to the Career Advantage Program (CAP). Denver North began the conversion to the CAP curriculum in March 2012 term beginning with the offering ENGL098 and MATH098 college foundational courses.

The previous version, enhanced curriculum, program courses are continuing to be provided to enrolled students so as to have students complete their selected degrees. Continued enrollment in the enhanced versions was stopped in March 2012 following the introduction on the CAP programs.

The CAP model allows for courses to closely resemble the standard semester credit model and allow for the possibility of easier transferability to institutions external to Westwood College. All programs that are offered were reviewed by the system curriculum committees and modified to be more efficient in delivery. The review lead to standardized General Education course offerings for each program (previously each program had individual requirements), allowing for more efficient course design. In many cases, previously separate courses were combined allowing for one core course requirement, thus reducing the number of courses and standardizing graduation requirements. This allows for students to graduate up to one term early. All associates degrees are now standardized at 90 credit hours and all bachelor degrees are standardized at 180 credit hours. With the modifications, programs and courses are now simpler to maintain.

Westwood Colleges, Denver Region, have begun to transition its program focus towards the Associate degrees. With the economic needs of the community, the campuses are looking to develop an educational path for active students to receive career-focused education and assist students in employment placement prior to or upon graduation.

The short term educational path has produced greater success for student completion and utilization of career-focused skills at the entry-level within the community. The Program Advisory Committees inputs have enabled the layout of the current 12 Associate degree programs. The transition to Associate degrees has supported the A + B model within the Admissions of students. The greater success in short term educational goals enable students to progress thru the Associate degree first and then transition into the Bachelor degree if the student chooses.

The campus has rolled out the new Information Technology, AOS, program in August 2013. The Health Information Technology program has been approved and is beginning to enroll students in October 2013.

The campus has stopped enrolling students in the Game Arts, Medical Assistant, diploma, Interior Design, and Surveying programs. The transition is to be completed by end of year 2013.

5.17.1 What changes are contemplated for the next three years?

The campus has approval for a Dental Assisting program. The campus has also received approval from the Council to offer a new version of the Automotive Technology program.

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

Curriculum committees made up of system members in each technical or general education specialty assigns allocation of contact time with input from a faculty advisory team and from industry advisors. Such allocation assures sufficient practical application and theoretical examination of the academic content. Academic departments evaluate the employment expectations in each of the disciplines by means of subject matter experts regarding the time needed to acquire the knowledge and skills of the respective field.



Course objectives are planned to ensure that the stated contact/credit hours are fulfilled through its lecture and laboratory activities. Each technical course has a key graded assignment that tests outcomes of the overall course objectives. Student success depends on fulfillment of the learning activities that are directly linked to the stated course objectives.

5.18.1 How does the campus monitor the number of contact hours completed for each course?

Attendance is tracked daily and summarized in CampusVue so that we have a total count at any point in the term for any student.

5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

A Central Administration program review process involving the Curriculum team analyzed the curriculum, contact hours, and homework assignments. The detailed project provided a compliant product which supported the definition of a credit hour and the required outside class work.

5.19.1 Where are the procedures published?

The procedure is published on the internal website. The definition of a quarter credit unit is found on page 62 of the 2013 Volume 4, Number 2 Campus Catalog.

5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

Courses are scheduled to allow students who are making satisfactory academic progress to proceed through their programs in an uninterrupted manner. Qualified faculty and available resources are maintained to provide uninterrupted education services to students who remain enrolled.

Students wanting to attend classes at times different from those they elected when they began their programs can often be accommodated, providing the classes they need are available.

Course prerequisites are maintained in the scheduling of classes.

5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

WESTWOOD COLLEGE PROFICIENCY EXAMS

Westwood provides its students the opportunity to be exempt from certain required courses by demonstrating proficiency via an exam in the subject area. A schedule for these exams will be posted each term. There is a \$20 administrative charge for each proficiency exam taken. This charge must be paid through the business office prior to sitting for the exam. Students must bring their receipt from the business office to the exam. Please note that the terms in which proficiency exam credits are applied may affect enrollment status and financial aid eligibility for that term. Please see the campus academic dean for questions regarding these exams. Students should also see a student finance officer to find out how these credits could affect financial aid eligibility.

ADVANCED PLACEMENT, PROFICIENCY

AND CERTIFICATION EXAMS

Students who complete advanced placement, CLEP, DSST or nationally recognized



certification exams (e.g., Microsoft Certified Systems Engineer [MCSE]) at a prescribed level of performance may be granted PR credit for the appropriate course(s). CLEP/DSST does not apply to graduate-level programs. A complete listing of acceptable levels of performance and recognized national certification examinations is available through the campus academic dean. Students should also see a student finance staff member to find out how these credits could affect financial aid eligibility.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.

5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

Students at Westwood College attend class in a clean, well-lit, comfortable and environmentally safe atmosphere. Classrooms and laboratories have adequate space and up-to-date equipment. The laboratory settings, along with the furnishings and equipment used, help prepare students for a smooth transition from school to work. The facility is closely monitored to ensure that necessary maintenance and repair is accomplished in a timely manner.

FACILITY

The facility includes theory classrooms and laboratories, a library, a student lounge, a testing center, an academic support center, graphic design space, resource rooms, and administrative offices. Ample parking is available for students, staff, and visitors. Special facilities available for disabled persons include specially equipped restrooms. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

EQUIPMENT

At the present time, all of Westwood College laboratory equipment is adequate for our use. Technology and design labs contain HP and DELL computers. All DELL computers will be transitioned out by end of 2013. All computers and other equipment assets are owned by Westwood Colleges. All student computer workstations, including those in the Learning Commons (library), are connected to a local area network for student use and the wide area network to provide access to the Internet. All administrative computers are connected to their own local area network, as well as the wide area network. This gives all administrative users, the classrooms, and the Learning Commons access to the Internet.

5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

Each educational program has an industry Program Advisory Committee; suggestions and recommendations from the committee are evaluated as we consider curriculum changes. The committees provide information on recent changes in industry and make recommendations to allow our curricula to keep current with industry.

Faculty and other staff members are active with various professional/industry organizations. Their interaction with these organizations and their members provides a networking system and to keep current with industry trends.

Each curriculum area has a central administration program manager from the Academic Affairs department, which is responsible for curricular changes in that area. The responsibilities of these Central Administration representatives include analyzing technical advancements within their fields of expertise; evaluating the relevance of such advancements; and aiding proposed curricular changes.



The Central Administration program managers maintain contact with representatives from various textbook publishers, equipment and software manufacturers and distributors. These contacts provide a constant source of information on advances in each curriculum area.

- 5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

At the beginning of each term, students purchase required textbooks for their scheduled classes. The Learning Commons is open Monday through Friday from 7:30 am to 9:00 pm and Saturday from 8:00 am to 2:00 pm. All students have access to computer labs whenever they are not in use. The college is open Monday through Friday 8:00 am until 11:00 pm, and Saturday from 8:00 am to 2:00 pm.

- 5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

Westwood College has established national vendor accounts (i.e., Microsoft and AutoDesk). These relationships are either central administration agreements or educational agreements that, in most cases, preclude the individual campuses from maintaining copies of individual licenses.

Licenses retained at the college are those related to individual administrative PCs and software acquired by the individual campus for a specific application. At the campus level, the local IT support technician is required to update the central administration office each term as to the number of computers at the campus and the software packages on each computer to ensure that we are in compliance with federal software licensing laws.

- 5.26 Who is responsible for faculty orientation?

Faculty orientation is monitored by Campus Academic Dean and delivered by the Program Chairs. The Executive Assistant and Campus Academic Dean maintain a spreadsheet documenting needs and completion of newly hired faculty.

- 5.26.1 Describe the orientation of the faculty to the campus.

New faculty are given a six-hour training, Practical Tools for Transformative Teaching. This orientation includes topics such as classroom strategies, learning activities and student managements as well as introduction to policies, procedures on grading and methods to post attendance. Additional training in the use of the campus database system as it pertains to faculty is accomplished by the campus FLEX Learning Champion (FT instructor).

- 5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

Faculty are selected using the criteria discussed below. Qualifications are documented through background checks and review of official transcripts.

- A. The minimum academic degree for most faculty is a master's degree.
- B. Faculty hired as general education faculty must have a minimum of a master's degree. In addition, all general education faculty must have a minimum of 18 semester hours of academic preparation in their stated subject area.
- C. Professional certifications may be required for specific course curriculums (i.e. Cisco certification for the select networking classes). Three years of field or applicable teaching experience is highly preferred. Licenses as required by state or accrediting commissions. Good presentation and communication skills are also essential.

- 5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.



AOS programs - In some cases, current faculty will be allowed to teach in the AOS program as they are credentialed today. But in order to have the best possible faculty teaching our courses moving forward, we will be asking for certain certifications for certain courses. For some courses in the program, there will be a yearlong grace period to give our current faculty a reasonable timeframe to achieve those certifications. The timeframe will be from now until the AUG 2014 term. Below you will see a spreadsheet that contains which certifications will allow instructors to teach which courses.

Professional Experience – All Westwood faculty must have a minimum of two years of current demonstrable professional experience related to the discipline they are to teach (non-teaching) and/or current documented professional development related to the discipline they are to teach (applicable to all faculty except General Education).

“However, exceptions to the bachelor’s degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor’s degree in the assigned teaching field” (ACICS Accreditation Criteria-3-5-3-2).

5.27.2 How are the qualifications documented?

The Denver North campus documents the qualifications of faculty on employee verification forms and uploads them to ImageNow.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

The Executive Assistant sends a transcript request to each institution that the faculty member has attended.

Official transcripts must be on file to allow faculty members to continue teaching. Once required documentation is received, the packet is uploaded into the ImageNow system. The systems credential specialist reviews, qualifies, and approves all faculty requests.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

When transcripts do not arrive in a timely fashion, follow-up requests and telephone calls are made in an effort to expedite the procedure.

5.29 In what ways does the campus evaluate instruction?

Either the Campus Academic Dean or the Program Chairs evaluate each instructor throughout the year. These evaluations, announced or unannounced, take place in either the classroom or the laboratory. Immediately following the evaluation, the results are discussed with the instructor and he/she has an opportunity to provide comments in addition to those of the evaluator.

Additionally, students are surveyed each term via the Faculty Course Evaluations and queried regarding a number of different areas. This survey also allows for student comments. Instructors are made aware of



the results of student surveys. Copies of evaluation and survey instruments are available for review at the college.

Deficiencies in instructor performance are usually made evident through either the evaluation or survey process. All student complaints, both formal and informal, are taken seriously and investigated according to policy. Where deficiencies are found to exist, the Program Director meets with the instructor to determine a course of action to eliminate the concerns and develop a timetable for improvement. One or more follow-up evaluations will be performed to ensure that all deficiencies have been corrected.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

Better instruction is promoted through recommendations and plans of action developed through the assessment mechanisms noted above. Ongoing improvement is also facilitated through professional development activities. These include faculty in-service sessions and special topics addressed at faculty meetings. Faculty members are also encouraged to participate in seminars sponsored by various organizations including software vendors, publishers, and educational organizations.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

Faculty development plans are on file for every instructor including all part-time and adjunct faculty members. All development plans are established by classroom observations and discussions with each instructor. Each instructor is responsible for implementing the professional development items in the plan. The Program Chair assists each instructor with the in-service items in the plan.

5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

The Campus Academic Dean and Program Chairs monitor all development plan activities. Completion of the development plans is a portion of the annual evaluation for all instructors. A summary sheet details all activities that have been completed. Copies of all completion certificates and attendance records for all seminars and workshops are kept in the instructor's file.

5.30.2 How is the plan implemented?

At the beginning of the calendar year, the program chairs develop the plans with the faculty.

5.30.3 How often is the plan reviewed?

The program chairs monitor the plans quarterly.

5.31 Describe how the campus ensures that all faculty complete development plans.

The executive assistant and dean manage a spreadsheet which lists all documentation needs for active and non-active faculty. It is reviewed regularly and deficiencies are addressed each quarter.

5.31.1 How are the activities documented by the campus?

The Professional Development Plan is maintained in the faculty file. The documentation is maintained on the PDP and evidence is filed upon completion.

5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

Faculty members and education department staff attend a variety of in-service training activities each year. In-service training often includes seminars on teaching techniques, demonstrations of educational software, process improvement, goals establishment, policies, and procedures. Guest speakers are sometimes scheduled for training outside the capabilities of faculty and staff. Instructors are encouraged to share information and experience during these training sessions. In-service activities occur on a



quarterly basis. Since most of the instructors are part-time or adjunct, many of these activities occur on a one-on-one basis and are tailored to each individual instructor.

5.32.1 List the schedule for the next 12 months.

October 2013	Transition to Platform usage
January 2014	Efficiencies of Grading
March 2014	Activites to retain students
June 2014	Learner-Centered Assessments
September 2014	Developing critical thinking questions

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

The initiatives below discuss the various ways the administration manages professional development for all faculty members:

Tuition Reimbursement

Westwood College encourages all eligible staff to take advantage of the Tuition Reimbursement Program. Full-time faculty members may continue their formal education, which, in turn, enhances their professionalism in the classroom and overall value to the college.

Professional Organizations

Instructors are encouraged to keep current within their profession through participation in professional organizations.

Workshops/Seminars

All faculty members are encouraged to participate in seminars and workshops relative to their area/s of expertise.

College-Supported Individual Professional Development Grants

All full-time and adjunct faculty of Westwood College are eligible to apply to the Professional Development Fund for financial support up to \$2000 per calendar year. Faculty must be active and in good standing with the institution, as determined by their Campus Academic Dean.

The purpose of the Professional Development Fund is to stimulate faculty learning activities in support of the College mission. Professional development activities not only provide professional enrichment for the individual faculty but also benefit the students, the College, and the community. Professional development activities must support faculty in building their professional knowledge and credentials in their discipline area, or in building skills in teaching adult learners.

5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty department meetings are held each term, and meeting minutes are kept. Topics include policy and procedure clarifications and updates, campus initiatives, curriculum updates, student challenges, and content-related issues.

All-faculty meetings are held twice a year on Saturdays. All full-time and adjunct faculty attend, and topics include campus updates, new college implementations or initiatives, and professional development.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.



Faculty and curriculum improvement is an ongoing process. All faculty are encouraged to take advantage of the tuition reimbursement program. Faculty members are sponsored to attend professional seminars when they are available in the area.

After an instructor has reviewed his/her in-class evaluation, areas that can be improved are pointed out and guidance given. While not part of a plan, conversations beginning with: "Have you ever tried..." or "What could I have done..." abound, as instructors try to help each other or seek advice from supervisors and managers.

For curriculum review and improvement, input is received from the central administration academic affairs program managers, Program Advisory Committees, employers and graduates. There is also a monthly Program Director conference call so all Program Chairs can share ideas for improving curriculum and teaching methodologies for particular courses. Textbooks and equipment are regularly updated to support changes in industry and the needs of employers and students.

Issues that can be resolved by the Central Administration curriculum managers in Academic Affairs are done so in a timely manner. Concerns that require a major curriculum change are most often considered at the Program Directors monthly conference calls. Proposed changes are then presented to the curriculum managers and the Chief Academic Officer. Academic Affairs will take on the responsibility of incorporating all the feedback and making the changes as necessary, after any modifications are sent to the accrediting bodies for approval.

- 5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

The maximum teaching load for a full-time instructor is 24 credit hours per term. Full-time faculty generally teach 16-24 credit hours; however, some have taught more on occasion due to extenuating circumstances. Faculty is not assigned to teach in more than three fields of instruction and ordinarily no more than two fields. Generally the same instructor teaches both lecture and lab in the same subject area.

Adjunct faculty members teach one to five classes per week. Prep time is accounted for in the overall compensation for teaching the course. Their employment is structured so that preparation takes place off campus.

- 5.37 What is the student-teacher ratio, for each program area, at the campus?

The overall student-teacher ratio is approximately 15 students to 1 faculty member across all programs.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS

- 5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

Numerous resources are utilized to determine the courses chosen for the general education component of the curricula. Course areas include:

- Mathematics and physical sciences, such as earth science, are the skills needed to design, measure, and describe technological disciplines such as Information Technology and Criminal Justice.
- Social science, such as psychology, is a necessary study for our graduates to successfully become a team member with other individuals from diverse backgrounds, and familial origin. In addition, it supports the student in understanding basic human behaviors and mental processes of learning.
- Both Oral and written communication is necessary in today's market place. All individuals are actively involved with these disciplines, whether sharing information with a colleague, a customer, or a family member.

- 5.38.1 Cite examples:



General education courses are developed to ensure a broad based immersion into each area as the student advances through their program of study. Westwood College strives to provide to students an understanding that these soft skills are necessary to compete in the labor market.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.39 Describe how part-time faculty are utilized by the campus.

Part-time (adjunct) faculty are critically important to the success of Westwood College – Denver North.

5.39.1 What percentage of the faculty is part-time?

Approximately 37 adjunct faculty complement the 10 full-time faculty; adjuncts, then, comprise about 78% of the total faculty.

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

Adjuncts, like full-time faculty, are observed in their classrooms and each of their classes, each term, completes Faculty Course Evaluations.

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

All faculty teaching general education courses possess master's degrees; when teaching outside the discipline of the degree, faculty must possess at least 18 semester or 27 quarter credit hours in the subject area. For those programs where a master's degree is a commonly accepted credential, all faculty possess a master's. In a few programs, such as Game Art and Automotive Technology, all faculty meet the requirements of the specific degree.

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

The campus 3-4 times a year holds an informational education session on campus inviting interested candidates to come to the campus, learn about the programs, and demonstrate their academic abilities with a short presentation. The campus provides continuous training and faculty team building meetings to support the retaining of good faculty. Twice a year, observation are done to support faculty development and classroom management skills.

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

Official transcripts for each faculty member are on file at the college and available for review. Areas of specific qualification are usually specified on Data Sheets for Faculty and Staff Members. Related experience is similarly specified on these documents.

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

Not applicable.

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

The educational department utilizes schedule program wheels which supports the monitoring and scheduling of sequenced courses. The regular advising of students each term, through the Continuing Student Registration



process, aids in a continuous monitoring of needed courses, rescheduling of failed courses, and future scheduling of future scheduled courses in CampusVue.

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

Not applicable.

5.43.1 How often does the committee meet?

Not applicable.

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

Not applicable.

DOCTORAL DEGREE INSTITUTIONS

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

Not applicable.

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

Not applicable.

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).

Not applicable.



6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

- 6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

The Westwood College, Denver North facility includes theory lecture classrooms and laboratories, library, student lounge, testing center, academic support center, graphic design room, IT rooms, design studio and administrative offices. Ample parking is available for students, staff and visitors. Special facilities are available for disabled persons including specially equipped restrooms and parking spaces. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

- 6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

Classrooms and laboratories are well lit and maintained. The facilities are organized to promote a positive learning environment. The labs are equipped with sufficient equipment to allow students ample hands-on learning.

- 6.2 Does the campus utilize a campus addition or additional space?

Yes No

- 6.2.1 If yes, describe these locations.

- 6.3 Describe any plans to improve the physical plant and equipment.

The administration of the campus reviews physical plant and equipment needs on a fiscal year basis and develops a capital expenditures budget to allow for improvements. The campus replaces equipment in the computer labs at approximately three-to-five year intervals.



7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog is an informative document that is designed to provide prospective students and their parents with pertinent information about the school policies and programs.

Each program of study is presented by providing objectives, career opportunities, course outlines, and course descriptions. Special attention is taken to ensure that the reader can understand the nature and scope of each academic program. The administrative section is located towards the middle of the catalog. This section covers admission criteria, grading, attendance requirements, transfer of credit, grievance procedures, and other basic policies and procedures.

7.1.1 How often is the catalog published?

The catalog is published three times a year. The addendum is published as needed.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

Catalogs are available through the college website. During the admissions interview, the online catalog is accessed with the prospective student. The admissions representative reviews with the prospective student the sections that cover courses, credits, and program outcomes. Every student is referred to www.westwood.edu for a copy of the catalog. If a student requests a hard copy of the catalog, it is provided by the admissions representative. Information on accessing the catalog is provided to each and every prospective student.

In addition to the initial Admissions interview, college policies and procedures are explained during the student orientation. Staff and faculty members are always willing to answer questions and help students understand their responsibilities.

7.2.1 What other publications are provided to enrolled students?

The following additional publications may be provided to enrolled students:

Program, Employment and Financial Aid Disclosure

Enrollment Agreement

Catalog Addendum

High School Transcript Request

Individual Program Disclosure for Medical Assisting, Criminal Justice, Construction Management, Information Technology, and Interior Design

Program Sheets

Arbitration Agreement

Return on Investment Sheet

Catalog Curriculum Sheet



Pricing Sheet

Westwood Employment Pledge

Open House Flyers

7.3 Describe the advertising and promotional literature.

To generate interest amongst potential students, Westwood College Inc., engages in a broad range of activities to inform potential students and their parents about Westwood College and the programs offered. Each college's advertising is generally comprised of broadcast, direct mail, telemarketing, and company website activities. All the various media messages contain a consistent message: they all suggest that Westwood College should be considered for career-oriented education. Broadcast and television may use either a slice-of-life dramatization or a didactic approach. The direct mail is a letter that explains the practical nature of the programs.

Westwood Colleges, Inc. sponsored television advertising is centrally coordinated and developed. Television advertising is a mixture of both the national market and the local markets of the individual campus locations. The television commercials include a toll-free telephone number as well as a local telephone number for direct responses and information about the location of Westwood College in the area. Direct responses to television advertising via the toll-free number are centrally tracked, and promptly forwarded to the appropriate Westwood College via a protocol system. Local numbers dial directly to the campus. responses to direct mail campaigns are received at the campus and the leads are distributed amongst admissions representatives to contact.

Catalogs are available to all students who visit the colleg for an interview. They detail the mission and philosophy of the organization and give a detailed description of the programs and administration of the college. This includes admission procedures, academic policies, student calendar, and general campus information. The program description section fo the catalog is also available as a separate one-page leaflet. The Westwood College Website, www.westwood.edu, provides information on Westwood College campus locations, programs, and admissions. Prospective students can also schedule a campus visit or request a Westwood College brochure on the website.

7.4 Describe any plans for changes in publications.

Westwood College, Inc. will continue to review catalog content and format in order to comply with future changes in state and accrediting council requirements.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Course numbering descriptions are found on page 129 and 207 of the 2013 Volume 4, Number 2 Campus Catalog.

7.5.1 How does the catalog explain the course numbering system?

Courses at the 100/200 level are typically lower division courses, as part of diploma or associate degree programs, and 300/400 level courses are considered to be upper division courses. For some associate degree programs, 300 level courses may occasionally be offered as needed to meet program outcomes.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

The General Education Philosophy of the college is found on page 9 of the 2013 Volume 4, Number 2 Campus Catalog. General education courses are denoted in the Programs of Study section of the catalog located on pages 20 through 55 of the 2013 Volume 4, Number 2 Campus Catalog.

7.7 Describe the published performance information concerning student achievement.



Term awards include the President's List, Dean's List, Summa Cum Laude, Magna Cum Laude and Magna Laude. The campus also publishes President's and Dean's lists on a term by term basis and displays them in one of the hallways on the campus.

7.7.1 Where is the campus performance achievement information published?

The Academic Awards are found on page 63 of the 2013 Volume 4, Number 2 Campus Catalog.



8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

Instructional resources are determined by the Curriculum Committee, Faculty Members and Program Chairs. All resources target specific programs offered at the campus and reflect the professional requirements within each area of study. Reference works are selected by the librarian based on the curriculum and feedback from faculty, program chairs, other institutional librarians and students.

The Westwood College Denver North Learning Commons provides books, periodicals, and electronic databases that serve the educational curricula and corresponding assignments. The physical library collection is accessible 40 hours per week. The electronic databases and library catalog are accessible 24/7/365 through the MyPATH Library Services portal. There are 16 computers in the Learning Commons through which these resources are available, configured with Microsoft Office 2013 software.

We also practice an open classroom policy, which means that all computer labs on campus are open to students when not being used for classes. The PC labs contain IBM computers configured with internet connections and combinations of the software applications listed above, depending on the type of computer.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

The Denver North Learning Commons offers a wide range of materials including print and online resources. In the event that a desired resource is not available in our collection, we participate in interlibrary loan (ILL) with the Colorado Library Consortium (CLIC). Patrons are expected to abide by the loan policies and procedures set forth by each lending library, as well as with all applicable copyright laws and fair use policies.

A copy of each ILL patron's signed consent form is kept on file until their item is returned to the Learning Commons staff for transfer back to the lending institution.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

The total Physical Resources on campus includes 4,289 titles.

The total Online Collections includes nine electronic research databases. These include:

Britanica Online

eBooks on EBSCOhost

Films on Demnad

LexisNexis Academic

Lynda.com\

Points of View Reference Center



ProQuest

Statistical Ready Reference

STAT!Ref.

Westlaw and WestlawNext

All students access the database resources through the MyPATH Library Services portal. These databases can be accessed wherever a PC is available 24/7/365.

- 8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

Collection development guidelines state that the campus will focus on purchasing materials published/authored within the last ten years for our business and general education programs. It also states that we will focus on purchasing materials published/authored within the last five years for our graphic design, information technology, and medical assisting programs. Exceptions may be made based on title availability, source authority, value of the work in the field, instructor request, or resource format availability. The librarian also reviews the student population, the types of degrees offered; for example BA and AAS for Criminal Justice, Design and Business; Certificate for Medical Assisting. The librarian consults professional review journals and takes reading level and interests of the students and faculty into consideration when developing the collection.

- 8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

The Denver North Campus library holdings are organized using the Library of Congress (LC) classification system. The Surpass Copycat cataloging module within the Surpass Central automation system is used to catalog library titles. Current periodicals are in the Learning Commons main room, and back issues are held in shelving located next to the current issues.

- 8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The librarian is responsible for maintaining an up-to-date inventory of library materials.

- 8.6 What is the budget for instructional resources (excluding personnel allocations)?

The campus has \$37,280 for securing instructional resources throughout the upcoming fiscal year.

- 8.6.1 How is the budget determined?

The annual campus budget is determined by Daniel Snyder, Campus President with input from the Central administrative offices. The Campus President provides the Librarian and Campus Academic Dean with a working budget to track purchases throughout the year.

- 8.7 Describe the assessment strategy for library resources and information services.

The Denver North Campus Library offers a collection of materials that reflect both the academic needs and personal interests of our school community. The collection consists primarily of non-fiction materials, though some fiction may be included when it supports class assignments or provides opportunities for language and/or reading skill enhancement. The collection include print and electronic resources in a variety of formats including books, periodicals, reference materials, DVDs/videos, computer discs, and website links. Because we are an academic institution, we provide a variety of viewpoints on the subjects collected and remain content-neutral in an effort to promote critical inquiry.

The campus also seeks to offer resources that enhance the development of the professional skills required for the workplace. For this purpose, materials that are industry-specific in nature, support professional licensure/certifications, or provide deeper knowledge of specialized subjects are added to the collection.

Due to the nature of our graphic design and information technology programs, it is critical to provide materials to support the most current software and hardware applications in these fields, as well as to provide a high-



quality virtual library collection accessible via the World Wide Web to provide access to our large number of online students.

The librarian regularly solicits the faculty for ideas on purchasing materials for their programs. Ms. Klauss, the Librarian, consults professional review sources and/or association websites when purchasing new materials to be sure they are appropriate for students and for faculty research needs.

- 8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Training for the students takes place in classroom instruction and one-on-one sessions provided by the Librarian. The librarian trains faculty as part of monthly library resource meetings that occur on the first Friday of each month.

- 8.9 Describe the facility where library and instructional resources are held.

The Denver North campus Learning Commons is located on the 1st floor, room 200 of the Westwood College, 7350 N. Broadway, Denver, CO, 80221. The facility consists of the library, computer stations, and adjacent study room.

- 8.10 Describe any plans for improving instructional resources.

Plans to improve our library over the next 12-36 months include the following:

- 1) Weeding outdated resources from the collection.
- 2) Replacing dated materials with updated/new resources; expand the holdings for Information Technology, Paralegal, and Medical Assisting Collections.
- 3) Develop the scholarship section in partnership with the Career Services and Financial Aid offices to support student financial needs; include face-out displays to advertise resources to students.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

- 8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

Ms. Julie Klauss is responsible for assisting the students, faculty and staff in using the library resources and in information literacy. She earned her Master of Library & Information Science degree from the American Library Association (ALA) Accredited University of Illinois at Urbana-Champaign in August 2005. Prior to joining Westwood College in November 2009, she spent four years in various library positions in law, special, and academic libraries.

- 8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

The campus hires a work study to supervise the library when she is not on campus. The work study supervises the library for 20 hours a week. The librarian utilizes a training plan that outlines all of the procedures to effectively run the learning commons when she is not present. When either the librarian or assistant is not on campus, Program Chairs have also been trained to supervise the learning commons and do so on an as needed basis.

- 8.12 Explain how the instructional resources serve the needs of the educational programs.

The Westwood College Denver North Learning Commons provides books, periodicals, and electronic databases that serve the educational curricula and corresponding assignments. The physical library collection is accessible 40 hours per week. The electronic databases and library catalog are accessible 24/7/365 through the MyPATH Library Services portal. There are 17 computers in the Learning Commons through which these resources are available, configured with Microsoft Office 2013



software. The campus also practices an open classroom policy, which means that all computer labs on campus are open to students when not being used for classes. The PC labs contain computers configured with internet connections and combinations of the software applications listed above, depending on the type of computer.

The instructional resources that are acquired serve the needs of the educational programs of the campus by providing supplemental materials to the curriculum for both faculty and students. The resources include materials that are commensurate with the level of education provided and are appropriate to the courses of study to meet the educational objectives for each program. The campus uses the faculty and program chair recommendations, as well as considers serious student suggestions.

8.12.1 How does the campus determine which reference works are acquired?

The Librarian regularly solicits the faculty for ideas on purchasing reference materials for their programs. In addition, she consults ALAs "Best Of" lists for ideas on new materials that support program curricula. She also consults the New York Times Bestseller's list, Baker & Taylor's Suggested Titles list, and reviews from Library Journal, Choice, and Foreword.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

Less than one percent of the total tuition revenue is spent for library acquisitions.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

Decreased

8.14.1 Explain.

The budget allocations for library acquisitions decreased slightly to reflect the changes in the campus student population.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

Reference materials are shelved in the learning commons following the Library of Congress classification system. Current periodicals are shelved alphabetically in the learning commons main room and back issues are held in shelving located in the back room of the learning commons.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

The library provides a variety of print and electronic resources, computers, and other technology resources that correlate to the needs of each area of study at the campus. The librarian collaborates with faculty on the strategies and skills taught in the classroom and provides access to curricular based resources that improve teaching and learning. The systems support manager ensures that technology is available in the labs and learning commons to support each program's educational effectiveness.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

As of October 2013, the total number of physical volumes in the Denver North Campus library is 4,289.

8.17.2 Total number of online collections available

As of October 2013, the total number of online collections including subscription databases, selected websites, and Films on Demand playlists is 223.

8.17.3 Number of titles and/or online collections related to each program offering



As of October 2013 the total number of titles and online collections are as follows:

School of Business: 850 titles and 43 related websites and online collections

Schools of Justice/Legal: 392 titles and 62 online collections

School of Technology: 516 titles and 21 online collections

School of Design: 598 titles and 22 online collections

School of Health: 419 titles and 38 online collections.

School of Service (Auto): 151 titles and 1 online collection

8.17.4 Number of titles and/or online collections related to general education courses taught

As of October 2013, there are 1,363 titles and 36 online and related collections for General Education.

8.17.5 Number of program-related periodicals to which the institution currently subscribes

48

8.17.6 Number of other periodicals available

4

8.18 Describe the library's procedures regarding student borrowing and return of materials.

Students with a valid ID are allowed to check out books for two weeks; if they need the book longer, they may renew the book for an additional two weeks. Students may check out periodicals or DVD's for one week. Most items carry a 2-5 day grace period and may be renewed up to two times. The library charges for a lost or damaged book. Late fees are waived once the book is restored or returned.

8.19 Describe how online resources, if any, are made available to students.

Westwood College maintains a system-wide website (MyPATH.westwood.edu) that allows faculty and students 24/7/365 online access to the library resources. In addition to access to the online catalog, the site serves as a portal to online databases that provide indexing and full-text access to thousands of periodicals, newspapers, newsletters, transcripts, legal proceedings, and statistical tables.

8.20 Describe how the campus monitors student usage of the library and instructional resources?

The usage of the library is monitored through sign in sheets and gate counts gate counts. The librarian receives a monthly statistical usage report of the research databases. The librarian also tracks materials and resources that are checked out through a report generated by the Surpass Library catalog system.

8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

The library provides faculty with a Materials Request Form at the beginning of each journal subscription renewal period to encourage them to make suggestions for materials in the Library. Completed forms are used to make the purchasing decisions. The librarian utilizes various reviews, including those published by the ALA to make selections for the learning commons. Feedback from other academic librarians, program chairs and students is also considered in making decisions regarding materials or items purchased.

b. appropriate national professional organizations and societies, and



Ms. Klauss, the Librarian, consults professional review sources and/or association websites when purchasing new materials to be sure they are appropriate for student and faculty research needs. She consults campus program chairs, who are members of professional organizations and experts in their fields, for input on materials produced by their professional organization.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

The librarian consults ALAs "Best Of" lists for ideas on new materials that support program curricula. She also consults the New York Times Bestseller's list, Baker & Taylor's Suggested Titles lists, and reviews from Library Journal, Choice, and Foreword.

8.22 Describe any plans for improving the library.

The plans for improving the library are currently focused on electronic collections development, weeding the physical collection and providing a stable link (with the help from Central Administration and Westwood Online) to the electronic databases. The librarian is also trying to develop more faculty training on resources and continuing to try to reach every student to ensure that they are familiar with the various tools that the school provides for research and how to best utilize these tools during their academic progress. Workshops, in class demonstrations, printed guides and a range of other tools are being used to bring about library instruction to the students and faculty at the Denver North campus.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.23 How does the professionally trained individual maintain his/her professional awareness?

The librarian maintains professional awareness by holding memberships with the American Library Association (ALA), the Association for College and Research Libraries (ACRL), the Colorado Association of Libraries (CAL). She also attends various external and institutional conferences and workshops, as well as continues professional development by taking classes to remain abreast of the rapidly changing environment of information resources and libraries role in students' academic pursuits.

8.24 How many hours a week does the professionally trained individual personally supervise the library?

Ms. Klauss supervises the library 40 hours a week.

8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

All Denver North students and faculty have access to online databases through their WConnect student portal and MyPath. Through MyPATH students have access to the electronic resources listed below via the Library Services Page.

Electronic databases

- 1) Britannica Online: Provides access to over 75,000 comprehensive articles, pictures, and illustrations contained in Encyclopedia Britannica as well as the spellings, definitions, and synonyms of the words found in Merriam-Webster's Collegiate Dictionary and Thesaurus.
- 2) eBooks on EBSCOhost: Provides access to over 118,000 non-fiction and fiction books that support our college programs.
- 3) Films on Demand: Provides access to over 5,000 web-based, streaming video clips in the fields of biology, psychology, health and medicine. Special collections include Frontline, National Geographic, NOVA, and PBS, among many others.
- 4) LexisNexis Academic: Provides full-text access to over 33,500 online sources including newspapers, industry newsletters, legal publications, business directories, and court proceedings, among many others.



- 5) Lynda.com: Provides access to over 2,140 video courses in topics like 3D animation, business software, CAD, computer skills, motion graphics, photography, and web design.
- 6) Points of View: Provides over 1,300 pro/con essays on controversial issues ranging from abstinence education to zero tolerance policies and everything in between.
- 7) ProQuest: Provides access to over 15,659 full-text journals in the fields of art, business, health & medicine, history, literature, science & technology, and social sciences. Also includes access to ProQuest Newsstand, which provides access to over 1,400 full-text newspapers throughout the world.
- 8) Statistical Ready Reference: Provides access to over 30,000 statistical reports (including charts and/or graphs) from a variety of government, educational, and private institutions. Other Electronic Resource Links.
- 9) STAT!Ref: STAT!: Provides full-text access to over 450 resources including Stedman's Medical Dictionary, MedCalc3000, AAFP Conditions A to Z, and the ICD-9-CM (International Classification of Diseases, Clinical Modification, 9th edition).
- 10) Westlaw and WestlawNext: Provides access to case laws, state and federal statutes, administrative codes, law journals and reviews, treatises, legal forms and other information resources. Westlaw and WestlawNext are provided specifically to students enrolled in our Paralegal program.
- 11) ALLDATA Repair: Providing industry standards for manufacturers' diagnostic, maintenance and repair information including factory-correct information and the recommended tools for the Auto Program.

Other Electronic Resource Links:

- 1) Careerbuilder.com: an online job search website that allows users to post resumes, sort and save keyword searches, and apply for jobs with employers throughout the United States.
 - 2) Monster.com: an online job search website that allows users to post resumes, sort and save keyword searches, and apply for jobs with employers throughout the United States.
 - 3) Khan Academy Online Video Collection: Free website that offers over 3,300 full-length video segments designed for K-12 audiences on topics like math, science, finance, economics, and humanities.
 - 4) Microsoft Journal for Developers: Subscription website for MSDN magazine with full-text articles and product reviews for software developers using Microsoft products.
 - 5) PC World: Subscription website that offers up-to-date product information, reviews, and how-to's for IT professionals.
 - 6) Grammar and Punctuation Guide (University of Wisconsin, Madison): free online guide to grammar and punctuation created and maintained by the Writing Center at the University of Wisconsin, Madison.
 - 7) APA Style and Citation Guide (Purdue University): free online guide to APA style and citations created and maintained by the OWL Lab at Purdue University.
 - 8) MLA Style and Citation Guide (Purdue University): free online guide to MLA style and citations created and maintained by the OWL Lab at Purdue University.
 - 9) The Internet Public Library: online index to thousands of free websites, vetted by volunteer librarians and information professionals that provide resources for scholarly research; hosted by Drexel University's College of Information and Technology.
 - 10) The United States Government website: free official US government website; offers an A-Z list of federal agencies, along with contact information, and a library of documents and articles ranging in topics from debt collection to information about our legal system.
- 8.26 What system is used to catalog library titles?



The Surpass Copycat cataloging module within the Surpass Central automation system is used to catalog library titles.

- 8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

The physical library space is open the following hours:

Monday - Friday: 7:30 a.m. – 9:00 p.m.

Saturday: 8:00 a.m. – 1:00 p.m.

The online library is available 24/7/365 via the MyPATH portal.

- 8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.

The Denver North Learning Commons offers a wide range of materials including print and online resources. In the event that a desired resource is not available in our collection, we participate in interlibrary loan (ILL) with the Colorado Library Consortium (CLiC). Patrons are expected to abide by the loan policies and procedures set forth by each lending library, as well as with all applicable copyright laws and fair use policies.

A copy of each ILL patron's signed consent form is kept on file until their item is returned to the Learning Commons staff for transfer back to the lending institution.

- 8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

The Denver North campus provides various books on study, reading, and information technology as resources for students and faculty to utilize. The Learning Commons promotes tutoring assistance from faculty in any subject offered at the school. The institution provides book collections, magazine collections, ebooks and reference databases from which students can pull information. The library posts a list of databases that can be accessed to do more research. There is program specific software available for faculty use in the library for Information Technology, Graphic Design and Construction Management. Work shops, study guides, tutorials are also available for students through the library or through their student portal.

FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

- 8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.

Not applicable

- 8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.

NOT APPLICABLE



SELF-STUDY QUESTIONS SUPPLEMENT

9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION

For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

INSTITUTIONAL READINESS

- 9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced. Westwood College, Denver North campus does not have distance education options.
- 9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.
- 9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).
- 9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.
- 9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.
- 9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery
- 9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?
- 9.4 Who oversees the distance education and/or self-paced course/program curriculum?
- 9.4.1 What are this individual's qualifications?
- 9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

ADMISSIONS REQUIREMENTS AND ENROLLMENT



- 9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)
- 9.6 How does the campus make it clear in writing at the time of enrollment:
- 9.6.1 How the student's identity will be verified throughout the course and program?
- 9.6.2 How the student's privacy will be protected in the identity verification process?
- 9.8 Describe the orientation program for distance education and/or self-paced students.

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

- 9.9 Describe how interaction between faculty and students takes place.
- 9.10 Describe how interaction among students takes place.
- 9.11 What is the student-teacher ratio for distance education courses?
- 9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

FACULTY AND INSTRUCTIONAL SUPPORT

- 9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.
- 9.13 Identify the educational resources and technology available to faculty on campus and on-line.
- 9.14 Identify the platform used to deliver instruction.

RESOURCES AND EQUIPMENT

- 9.15 What is the budget allocated to distance education delivery?
- 9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

STUDENTS AND STUDENT SERVICES



9.17 Describe the student services available to students taking coursework on-line.

STUDENT EVALUATION AND PROGRAM ASSESSMENT

9.19 How are students taking self-paced and/or distance education courses evaluated?

9.20 How is retention monitored?

9.21 Describe the placement services that are available.

9.22 Describe how student, faculty, and employer satisfaction are identified.

9.23 How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

PUBLICATIONS

9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

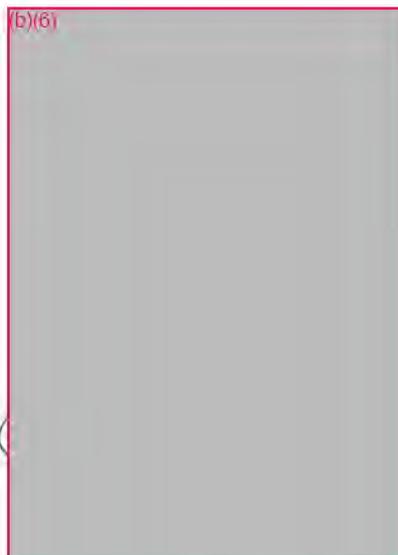
2. An explanation of how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

The self-study for Westwood College in Los Angeles was organized and supervised by the self-study steering committee:

Camus President	Daniel Snyder
Campus Academic Dean	Dr. Gregory Smith
Director of Admissions	Ron Dejong
Director of Career Services	Holly Hansen
Director of Student Finance	Armando Guardiola
Librarian	Julie Klauss
Executive Assistant	Audrey Abney

The following is a list by item of the required application materials, the person or persons who prepared each item, and their respective signature:

1. Application for Accreditation	Judy-Anderson Kotts
1.1. Mission	Daniel Snyder
1.2. Organization	Daniel Snyder
1.3. Administration	Daniel Snyder
1.4. Relations with Students	Daniel Snyder
1.5. Educational Activities	Dr. Gregory Smith
1.6. Educational Facilities	Dr. Gregory Smith
1.7. Publications	Daniel Snyder
1.8. Library, Instructional Resources, etc.	Dr. Gregory Smith
2. Explanation of how the self-study was planned	Daniel Snyder
3. Explanation of future plans for the institution	Daniel Snyder
4. Campus Effectiveness Plan	Daniel Snyder
	Dr. Gregory Smith
	Lisa Hopsicker
	Holly Hansen
	Armando Guardiola
	Audrey Abney
	Rebecca Piltingsrud
5. Academic Credit Analysis	



All departments within the college contributed to this document. The institution sees this document as a statement of current practice. In addition, it will serve as a planning document, along with the institutional effectiveness plan. These documents will serve as a guide for operations, instruction and overall institutional development.



ACICS Application for Accreditation– PART II

Future Plans for the Institution

3. An explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other future plans.

Faculty: There are no anticipated changes expect those based on the needs of the student population.

Administration: There are no anticipated changes except those based on the needs of student population.

Physical Plant: The Westwood College – Denver North campus is not planning on moving from or expanding its current location.

Equipment: The campus recently updated the rooms on campus that offer the Information Technology Degree Programs. In the upcoming months the campus will be relocating the Medical Lab and building out a new Dental Assisting lab that was recently approved by the council.

Library: As new programs have been approved additional appropriate material has been budgeted for and acquired.

Admissions Requirements: There are no planned changes to admissions requirements.

Graduation Requirements: There are no planned changes to graduation requirements.

Curriculum: Program curricula will continue to be updated as technology and industry requirements change. The institution will continue to dialogue with industry professionals, educational management, and faculty to assure that students are receiving skills applicable to industry standards. The campus also plans to focus and seek approval for offering additional degrees in the Schools of Health, Technology and Business.

Increase or Decrease in Student Body: As a result of an increased focus on offering associate of occupational science degree programs and reducing enrollment in bachelors of science degree programs, the campus has seen a recent decrease in enrollment. The campus is evaluating new program offerings to increase the student population.

Other Future Plans: No items noted at this time.

From: Daniel Snyder <(b)(6)@westwood.edu>
Sent: 5/19/2014 6:16:21 PM -0400
To: Maurice Wadlington <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a485f246b6e74618a42ffbbf0566d503-mwadlington>; (b)(6)@missouri.edu; (b)(6)@mac.com; (b)(6)@sbcglobal.net; (b)(6)@yahoo.com; (b)(6)@atlanticbb.net; (b)(6)@careered.com; (b)(6)@verizon.net; (b)(6)@kaplan.edu; (b)(6)@gmail.com; (b)(6)@comcast.net; (b)(6)@mbj.us
CC: Daniel Snyder <(b)(6)@westwood.edu>
Subject: Westwood College - Denver North Campus (00027062) ACICS Visit , June 2 - 3, 2014
Attachments: Westwood College - Denver North Additional Documentation.zip; Westwood College - Denver North CEP and ACA.zip; Westwood College - Denver North Self Study Components.zip

Dear ACICS Evaluation Team.

It is my pleasure to welcome you to the Westwood College – Denver North Campus. In preparation, the attached zipped folders contain the required materials as outlined in the New Grant Visit Letter:

Folder 1: Westwood College - Denver North Additional Documents

- Active Asset (Inventory of Equipment)
- Current Catalog
- Faculty and Staff Summary
- Class Schedule
- Program Update Form

Folder 2: Westwood College – Denver North CEP and ACA

- Campus Effectiveness Plan
- Academic Credit Analysis

Folder 3: Westwood College – Denver North Self Study Components

- Explanation
- Future Plans
- Self-Study Narrative

If I can be of further assistance to you prior to your arrival, please feel free to contact me directly.

Sincerely,

Daniel Snyder

Campus President | Westwood College - Denver North and Denver South Campuses
(303) 975-5010 Phone/Fax | (b)(6)@westwood.edu

Westwood.edu | [YouTube](https://www.youtube.com/channel/UC...) | [Facebook](https://www.facebook.com/WestwoodCollege) | [Twitter](https://twitter.com/WestwoodCollege) | [LinkedIn](https://www.linkedin.com/company/westwood-college) | [Westwood Success Stories](#)

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ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: Westwood College - Denver North Campus
 Address: 7350 North Broadway, Denver, Colorado 80221
 ACICS ID Code: 27062
 Campus Classification: Main Additional Location

If an additional location, please provide the following information:

Main Campus Name:

Main Campus Address

Main Campus ID Code:

History of accreditation with ACICS and with other agencies:

Prior to September 2011, the Westwood College - Denver North Campus was accredited by the Accrediting Commission for Career Schools and Colleges (ACCSC). On September 7, 2011, the campus received an Initial Grant of Accreditation from ACICS. The current Grant of Accreditation expires on December 31, 2014.

Brief history of the institution:

The history of Westwood College began in 1953 in Denver Colorado. At that time, it was called the Radio and Television Repair Institute. In 1958, the electronics curriculum was expanded to meet the growing demands of the industry and the name of the college was changed to the National Electronics Institute (NEI).

Throughout the 1960s and early 1970s, NEI constantly updated courses and equipment, offering educational programs that were practical in content, intensive in character, and reflective of modern technical practices. In 1974, the Denver Institute of Technology, Inc. acquired ownership of the college and began to expand the curriculum to meet the needs of a growing technology society. In November 1997, DIT officially became Westwood College of Technology. In 2004, due to expansion in programs offered, Westwood College of Technology became Westwood College.

Westwood opened a campus in south Denver to provide a convenient location for students who live in the southern part of the Front Range region. Westwood College - Denver South, which opened in 1998, is an additional location of Westwood College- Denver North.

Westwood opened its first campus outside the Denver area in Anaheim, California in January 1999. The second California campus opened in Los Angeles in May 1999. In 2000, Westwood opened its O'Hare campus in Schiller Park, Illinois as an additional location of Redstone College, and its River Oaks campus in Calumet City, Illinois as an additional location of Westwood. The third California College, the Inland Empire campus, opened in Upland California in May 2001 as an additional location of Denver North.

In August 2001, following the purchase, renaming, and relocation of Heartland School of Business, the third Chicago campus, Dupage, opened in Woodridge, Illinois.

Westwood College also opened its Fort Worth campus, an additional location of the DuPage campus, in Euless, Texas in October 2001.



In August 2002, Westwood opened a second Texas college in Dallas as an additional location of the O'Hare Airport campus. Following the purchase of the Practical School in Los Angeles, the school was renamed as Westwood College - South Bay and relocated first to Long Beach and then to its current location in Torrance California.

During this time, Westwood College also purchased the Vanderschmidt School in St Loius and relocated the college to the Chicago area. The O'Hare campus (Redstone Branch) was closed after training out or transferring all students to the O'Hare Airport campus, currently located in Chicago.

In 2003, Westwood opened its Chicago Loop location in August and its Houston South campus in October. In the following year, the Atlanta Midtown campus opened in May 2004 and the Atlanta Northlake campus opened in August 2004. The Arlington Ballston campus opened in Virginia in October 2005. The Annandale campus opened in Virginia in March 2006. Both Virginia campuses are additional locations of Westwood College -South Bay.

The Denver North Campus offered online programs from 2002 through May 2009. The Westwood College - Online campus was approved in August 2008 as an additional location of Westwood College - Los Angeles, and began its first term in May 2009. It offers its courses and programs from Broomfield, Colorado.

Westwood graduates have entered numerous career areas and distinguished themselves as leaders in their industries. Over the years, these men and women have established the excellent reputation currently enjoyed by Westwood.

List of recent (past three years) complaints or adverse actions and current status:

1. Colorado Attorney General.

On March 14, 2012 a Consent Judgment between the Colorado Attorney General and Westwood was filed in Denver County District Court and adopted as an order of that Court (State of Colorado, ex rel. John W. Suthers, Attorney General and Laura E. Udis, Administrator, Uniform Commercial Credit Code v. Alta Colleges, Inc. et al, Case No. 2012CV1600 (2012)). The Consent Judgment required a three year monitoring program. The Consent Judgment became effective on May 14, 2012. The monitoring program is ongoing and reports have been submitted to the Colorado Attorney General per the requirements of the Consent Judgment.

2. Illinois Attorney General.

The Illinois Attorney General filed a lawsuit against Westwood on January 18, 2012 in Cook County, Illinois Chancery Court (People of the State of Illinois v. Alta Colleges, Inc., et al, Case No. 12CH01583). The allegations of the lawsuit center around the Criminal Justice program offered at Westwood's four Chicago area campuses. Specifically, the lawsuit takes issue with Westwood's national accreditation and alleges that because of Westwood's accreditation, Westwood graduates were not able to get jobs with certain law enforcement agencies in Illinois that required degrees from or credits earned at regionally accredited colleges. An amended complaint was filed on September 17, 2012 and Westwood answered that amended complaint by October 15, 2012. A procedural schedule has been established in this case, with fact discovery set to close on October 1, 2013 and a trial date set for September 2014. Westwood and the Attorney General have been engaged in vigorous discovery activities throughout 2013. Westwood provides the Council with regular updates on this litigation.

3. Student Arbitrations



Westwood has pending individual arbitration cases filed by 13 former students and civil litigation filed by 2 former students. Of these cases, 11 were filed by former students at Westwood's Chicago campuses (9 by former O'Hare campus students and 2 by former Loop campus students) in direct response to the Illinois Attorney General litigation. These cases will go to hearing between October 2013 and February 2014. At the first hearing, the former student dropped her claim. Of the remaining 4 cases, one was filed by a former student at Denver North, one by a former student at Los Angeles Anaheim and another by a former student at Chicago Loop. These matters are at various stages in the litigation process.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

The Westwood College - Denver North Campus has Consortium Agreements with both the Denver South and Westwood College Online campuses. These agreements allow students at the Denver North Campus to take courses at either location and have the courses completed applied for credit.

List of international activities:

None - The Westwood College - Denver North Campus does not participate in international activities.

Description and scope of distance education activities: Hybrid Fully Online

None - The Westwood College Denver North Campus does not participate in distance education activities.

Participation in Federal Financial Aid Programs: Yes No

INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: Since the last institutional review, several changes have occurred at both the Central Administration (corporate offices) and Campus level.

At Central Administration, the following changes have taken place:

In 2011, Dean Gouin was named the System President and Chief Executive Officer for Westwood College Inc.

In September 2013, Lou Pagano was named the Chief Operating Officer.

At the campus level, the following changes have taken place:

In September 2012, Daniel Snyder, was named Campus President of the Denver Market. In this role, Mr. Snyder has the on Site and operational oversight of both the Denver North and Denver South Campuses.

In September 2012, Dr. Gregory Smith joined Westwood College - Denver North Campus and was named Academic Dean and Onsite Administrator. Dr. Smith is designated as the Onsite Administrator in the absence of the Campus President of the Denver Market.

Change of Ownership: There is no change of ownership.

Program offerings: The short-term educational path has produced greater success for student completion and utilization of career-focused skills at the entry-level within the community. The Program Advisory Committees inputs have enabled the layout of the current 12 Associate degree programs. The transition to Associate degrees has supported the Associates plus Bachelors (A + B) model within the admissions of students. The greater success in short-term educational goals enable students to progress through the Associate degree first and then transition into the Bachelor degree if the student chooses.

Curriculum: In March 2012, all Westwood Colleges converted to the Career Advantage Program (CAP). Denver North began the conversion to the CAP curriculum in March 2012 term beginning with offering the ENGL098 and MATH098 college foundational courses.



The previous version, enhanced curriculum, program courses are continuing to be provided to enrolled students so as to have students complete their selected degrees. Continued enrollment in the enhanced versions was stopped in March 2012 following the introduction of the CAP programs.

The CAP model allows for courses to closely resemble the standard semester credit model. All programs that are offered were reviewed by the system curriculum committees and modified to be more efficient in delivery. The review lead to standardized General Education course offerings for each program (previously each program had individual requirements), allowing for more efficient course design. In many cases, previously separate courses were combined allowing for one core course requirement, thus reducing the number of courses and standardizing graduation requirements. This allows for students to graduate up to one term early. All associates degrees are now standardized at 90 credit hours and all bachelor degrees are standardized at 180 credit hours. With the modifications, programs and courses are more simple to maintain. The Westwood Colleges, in the Denver Market have begun to transition its program focus towards Associates degrees. With the economic needs of the community, the campuses are looking to develop an educational path for active students to receive career-focused education and assist students in employment placement prior to or upon graduation.

With this transition plan, there has been and will continue to be a decline in Bachelor degree students and a significant increase in enrollment in the Associate Degree programs.

Institutional delivery: None - The Campus has not had any changes in institutional delivery.

Other changes: None - There are no other changes other than those listed above.

1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

MISSION AND OBJECTIVES

1.1 How was the mission developed?

The Westwood College campuses are part of a nationwide system of colleges operated by Westwood College, Inc. located in Denver, Colorado. All Westwood College campuses supports a common mission. The mission of Westwood College was formulated and written by senior management along with appropriate field management at a strategic planning meeting. The mission was written to reflect that Westwood College provides a quality postsecondary education and the services that can help a diverse student body prepare for various career opportunities.

1.2 State the institution's mission and supporting objectives.

Westwood College is dedicated to preparing students with the knowledge, skills and training needed for meaningful employment. Through education, we create opportunities, change lives and impact futures.

Values:

- We are dedicated to preparing students for meaningful employment
- We provide a quality education and learning environment
- We embody integrity in everything we do



- We believe in partnership with employers, students, graduates and our communities
- We have pride in our students and are passionate about their success
- We respect diversity and believe all people should have the opportunity to get an education and find meaningful employment
- We believe in continuous improvement and exploring new ideas

1.2.1 Cite where it is found in the catalog.

The mission statement is located on page 8 of the 2013 Volume 4, Number 2 Campus Catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The supporting objectives are devoted substantially to career-related education as illustrated through the following core values of Westwood College.

1. Preparing students for meaningful employment.
2. Providing a quality education and learning environment.
3. Embodying integrity in everything we do.
4. Believing in partnership with employers, students, graduates and our communities.
5. Having pride in our students and passion about their success.
6. Respecting diversity and believe all people should have the opportunity to get an education and find meaningful employment.
7. Believing in continuous improvement and exploring new ideas.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

The above mission and values support the campus' direction of creating an environment that contains practical skills and applications of the career-related fields of study.

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

The mission statement serves to provide Westwood College with a description of the desired environment, plus a compelling call for action by all employees. Within the statement is a charge to provide knowledge, skills, and training for meaningful employment. The services that can help a diverse student body prepare for careers in various fields. The college believes its facilities, instructors, staff, and employer-driven curricula support these objectives.

Westwood College strives to establish an environment for students and employees that promotes professional growth; encourages each person to achieve his or her highest potential; and fosters ethical responsibility and individual creativity within a framework of equal opportunity.

With the mission statement as a catalyst, Westwood College strives to achieve the following goals:

- A. Programs of study are taught to foster critical thinking, communication and teamwork skills while reinforcing both the theoretical and applied principles of technology.
- B. Student support services are offered to facilitate the matriculation process and help students begin to prepare for career opportunities. Such services will include assistance with housing, assistance in applying for



financial aid, advising, tutoring, helping graduates find employment, and other special assistance programs as required.

C. Curriculum content is reviewed regularly to ensure continued relevance with technology in the workplace.

D. Each curriculum integrates technology, lifelong learning, and professional development activities. Curricular integration helps students connect the entire learning process to their lifetime career goals.

E. Each curriculum offers a learning environment that can foster communication and critical thinking skills, both of which are essential for success in an increasingly complex world.

F. The faculty, administrative staff, and management strive to ensure that the college maintains compliance with state, federal, and accreditation regulations. The college staff and resources are dedicated to creating a positive learning environment.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

Each academic program has an industry Program Advisory Committee (PAC) and recommendations derived from the committee are evaluated to determine program changes. The committee recommendations provide information on recent industry changes and allow the curriculum to keep current.

Faculty and staff members are active with various professional organizations. Their interactions with these organizations provide a network and the ability to foster in-depth industry knowledge and trends. Students are also surveyed each term to identify how well the college is meeting their needs and achieving its mission.

The career services department regularly surveys graduates. Graduates cite on the survey the appropriateness of their instruction. The department also regularly surveys employers via both formal and informal means. The Campus Academic Dean and Program Chairs review the performance of Faculty Members to assess the quality of the delivery to ensure that the college mission is fulfilled.

- 1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

Each program contains general education courses. The general education courses include the humanities, social sciences, mathematics, and natural/physical sciences. Advancing technology and global competition have dramatically changed the workplace and employer expectations. The newly emerging high-performance workplace requires employees to think critically and communicate across all levels within organizations. Work teams must gather and sift data, set up and troubleshoot systems, organize workflow, and solve problems. Constant interaction and communication are essential to the success of the team. All of these needs, support the critical importance of general education, which prepares graduates to adjust to changing conditions and promotes lifelong learning. Through Program Advisory Committees and annual surveys, employers review our curriculum and continually discuss the importance of general education skills such as critical thinking, teamwork, verbal communication, and written communication.

- 1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

There are no current plans to change the institution's mission and/or supporting objectives.

INSTITUTIONAL EFFECTIVENESS

- 1.7 How was the campus effectiveness plan (CEP) developed?



The development and implementation of the Campus Effectiveness Plan (CEP) is a collective effort by all departments on campus. The following process described below was used to develop the plan. The current college performance was used as the benchmark.

1.7.1 Who is responsible for implementing and monitoring the plan?

Each department director developed a list of objectives and activities to improve the college's effectiveness in meeting the needs of employees, students and potential employers. The campus leadership team also developed a comprehensive strategy for continuous improvement for the college. Specific department objectives were identified which satisfy the overall plan. These initiatives are developed from the strategic directions and the mission statement of the college.

Each department director is responsible for the implementation of the CEP. During the year, the plan is reviewed for appropriateness. If required, the leadership team agrees on revisions or amendments. The Campus President is ultimately responsible for implementation of the CEP.

1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year:10 Rate:Retention =67%, Placement = 84%

Year:11 Rate:Retention = 63%, Placement = 71%

Year:12 Rate:Retention = 74.6%, Placement = 64%

Explanation (if necessary)

The Denver North Campus's retention rate is computed annually using the following formula:

$$\text{Retention Percentage} = (\text{Total Enrollments} - \text{Withdrawals}) / \text{Total Enrollments}$$

The Denver North Campus's placement rate is computed annually using the following formula:

$$\text{Employment Percentage} = (\text{Placed in Field} + \text{Placed in Related Field}) / \text{Graduates and Completers} - \text{Unavailable for Placement}$$

1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

The retention rates for the year and compared to years prior are showing progression. The campus is maintaining compliance rates for campus. Programs that do not meet the compliance rates have an improvement plan established in the CEP. Further discussions regarding retention and placement rates are held at the Westwood College Leadership team Meetings that are held bi-annually in November and May. These meetings bring all of the Westwood College campuses together to share ideas and implement new plans.

1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 75% Placement: 75%

1.10.1 What factors were taken into consideration when developing these goals?

The campus internally established the retention and placement goals shown below, which were developed with consideration of previous performance within the Westwood Colleges system:

A. Retention goal = 75%



B. Placement goal = 75%

Based on past performance, retention is an area of focus for the campus. Annual retention rates for the past three years:

2010, 67%

2011, 63%

2012, 74.6%

We are committed to maintaining at least 75% retention.

Based on past performance, placement is an area of success for the campus. Annual placement rates for the past three years:

2010, 84%

2011, 71%

2012, 64%

We are committed to maintaining at least 75% placement.

- 1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

The service departments at Westwood College - Denver North Campus provide services to all students during their programs. The campus is committed to providing an environment that supports students in achieving their personal and professional goals. The campus has various resources to support students throughout their time of enrollment. Consequently, retention activities have a cumulative impact on student success and are designed to provide support and assist students in completing their degrees and advancing their careers.

The placement outcomes shown in item 1.10.1 above demonstrate that placement-related activities have enabled the campus to maintain a strong presence in the local employment market.

- 1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

Survey data are used to assess our graduate's satisfaction with their educational experience, educational outcomes, and employment successes. Graduates are surveyed two times; immediately following graduation and 150 days after graduation via an automated online email survey. The questions on the survey include whether graduates were prepared to enter the job market, whether the coursework had prepared the graduate for a job, whether the graduate's career path is exciting to them, and would they recommend Westwood College to a family member or friend.

b. Level of employer satisfaction

Employers who hire Westwood graduates are surveyed 150 days (or approximately six months) after graduation. Surveys are sent via an automated online survey that contains questions related to the graduate's level of competence, technical skills, and interpersonal skills, along with an assessment of whether the employer was satisfied with his or her choice to hire a Westwood graduate.



c. Student learning outcomes

The campus is aware of the effect that daily attendance has on student educational success and that multiple absences are indicative of a student's likelihood of withdrawing from college. Daily review of the campus LDA reports provides information that allows the forecasting of trends effecting student retention.

The indirect measure of student success through attendance presents an opportunity for the college to transition its focus to more direct measures. The college uses many data points to demonstrate that students are learning and acquiring the knowledge and skills they will need to enter their chosen professions. Sources for this data include the CAR, the CampusVue program, and external surveys.

Externship evaluation data is collected on all students who complete their degree program. The evaluative data points are from three sources to include site coordinator, faculty, and students are reviewed and calculated for student success and program evaluation.

Student success on national certification exams will be used to measure how well the program(s) have prepared students to enter fields such as Medical Assisting and Information Technology. The data are received from the RMA and the CCNA websites.

Data from the Student Satisfaction Inventory is shared with faculty and staff semiannually. Faculty can use this data to select areas of concentration for professional growth and development. The campus staff can use the identified areas to help with campus strategic plan and campus culture development.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

Westwood college solicits feedback on regular intervals following graduation. In order to ensure proper tracking and consolidation of feedback, surveys are distributed and calculated centrally, with results made available to the individual campuses. Surveys are sent out and aggregated over the course of each accreditation year from July 1st through June 30th.

An automated survey link is emailed to graduates one day and 150 days following graduation, soliciting their feedback about their experience at Westwood. Reminder/followup emails are sent once a week for two weeks until a response is received. Campus Career Services staff members aid the collection of survey data by following up individually by phone or email to encourage graduates to complete the survey.

After providing sufficient time for surveys to be completed, typically 30 days after initial distribution, survey data is made available to the campus. The data is jointly reviewed by the Campus President and Director of Career Services. Based upon graduate responses, concerns and areas of opportunity are addressed via service modifications, as appropriate.

Data gathered from the surveys -- both objective and subjective -- are incorporated into the IEP and feedback is used to create goals and benchmarks.

b. Satisfaction of employers

Employer satisfaction is measured via survey data. When a student is coded "placed" in the campus employment tracking system, an email is sent to their employer 150 days following graduation. The campus career services team may follow up with employers to encourage them to complete the surveys as necessary. Survey results are made available 50 days following the initial survey distribution. Results are reviewed by the Campus President and Director of Career Services. Areas of opportunity are addressed through changes to service offerings and through the support of the academics department.



Data gathered from the surveys -- both objective and subjective -- are incorporated in the CEP and feedback is used to create goals and benchmarks for future comparison.

c. Student learning outcomes

Academic benchmarks have been established within each program to ascertain that students comprehend the theoretical concepts and practical applications. Key Graded Assignments (KGAs), quizzes, papers, midterm exams, and final exams are examples of the types of measurement tools used. Completion of practical hands-on labs and projects are also used to determine the level of student comprehension.

Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects, and examinations.

1.13 How is the campus effectiveness plan evaluated?

Regular department meetings allow for the review of student outcomes to assess whether the plan's strategy is working. The college staff reviews both CA and locally generated data to ascertain performance relative to the established critical variables. Enrollments, retention, attendance, grades, financial obligations, staff recommendations, and student feedback are evaluated quarterly. The Campus President and Campus Directors make appropriate changes in strategy as necessary.

1.13.1 What is the schedule for evaluation?

Each college is charged with continual improvement in all outcomes. Every year, the campus leadership team will present local goals to senior management at CA in order to identify areas for improvement.

2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

The governance, control, and corporate organization of the institution is found on page 15 of the 2013, Volume 4, Number 2 Campus Catalog.

The Denver North campus is a wholly owned entity of Trav Corporation, which is a wholly-owned subsidiary of Westwood College, Inc. Officers of Westwood College, Inc. are as follows:

Dean M. Gouin, CEO and System President

William M. Ojile, Jr., Secretary

Dessa Bokides, Chief Financial Officer

Lou Pagano, Chief Operating Officer.

Members of the Board of Trustees of Westwood College, Inc. are as follows:

James Z. Turner, Chairman and Trustee

Kirk T. Reidinger, Vice Chairman and Trustee



R. Wade Muphree, Trustee

William Thorndike, Trustee

Dean M. Gouin, Trustee

- 2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

Upon hire, every employee that works at the Westwood College - Denver North Campus is presented a job description by their hiring manager. The Job Description contains the duties and responsibilities required for each position. Each employee signs a Job Description Acknowledgement Form upon hire. The Job Description and Form is kept in the personnel/ACICS file located in the executive assistant's office. The hiring manager is responsible for ensuring that the employees understand who they report to. When changes are made to the organization structure, an organizational announcement is distributed to all employees of the campus.

- 2.2.1 How is this documented?

Each employee receives a Job Description and signs a Job Description Acknowledgement Form which is located in their personnel/ACICS file located in the Executive Assistant's office.

- 2.3 How does the administration monitor and evaluate activities of faculty and staff?

All Fulltime Administrative Staff and Fulltime Faculty receive an annual evaluation each year. The Annual Evaluation allows the employees to critique their performance over the previous year, set goals for the upcoming year, and allows the manager the opportunity to evaluate performance based upon a preset list of objectives. All Directors and the Campus Academic Dean have weekly one-on-one meetings with employees who directly report to them. All Directors and the Campus Academic Dean also have departmental meetings each week to discuss the performance of the department and areas of opportunity for improvement.

Throughout the year, the Program Chairs and Campus Academic Dean observe faculty members at least two times each year. New Faculty members have two faculty observations in their first term. Results from these observations are shared with the faculty members to ensure they understand strengths and areas of opportunity for improvement.

- 2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The administration provides for the professional integrity of the staff through rigorous hiring practices, internal orientation and training programs, tuition reimbursement, membership in professional organizations, and regular in-service programs. The faculty and staff are selected principally because of outstanding qualifications in industry areas. In most cases, these qualifications include degrees, memberships in professional associations, and years of related industry and/or teaching experience. Westwood College conducts a background check prior to start of employment to ensure the professional integrity of staff and faculty. All employees read and sign a published Code of Conduct.

Faculty members are encouraged to maintain informal contact with persons in their area of expertise. Academic freedom exists within the framework of a standardized curriculum. The academic freedom policy, part of the Code of Conduct, is on the internal website. All faculty members participate in a new faculty orientation before they enter the classroom. The academic freedom policy, as well as others policies, are discussed at the orientation.

- 2.5 How is the policy for ensuring academic freedom communicated to faculty?



As stated in the Westwood College policies and procedures on the internal website, faculty are encouraged to exercise academic freedom within defined guidelines. Faculty exercise freedom by developing daily lesson plans, selecting appropriate instructional methodologies, and exercising the opportunity to suggest curricula or text change ideas through an established curriculum review process. Westwood College sponsors annual Excellence in Education Awards to recognize performance at the local and national levels.

- 2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

Westwood College tracks all student complaints at both the campus and Central Administration levels. The Director of Student Support, Campus Academic Dean, and Campus President report all grievances to the college's system president/CEO. This system enables administrative follow-up and evaluation of the types of problems. Each student is given a copy of the Student Complaint/ Grievance Procedures that are located on pages 89-92 of the 2013 Volume 4, Number 2, Campus Catalog. The procedure is also posted in various locations throughout the campus. If a student follows the Student Complaint/Grievance Procedure and feels that his/her complaint was not adequately resolved, s/he may directly contact MySafeCampus, a toll-free hotline based at Central Administration.

All of these procedures have been effective as most student complaints are handled locally within the three- to six-day time period allotted. If the student is still dissatisfied, s/he may contact the state or the accreditation agency.

Faculty and staff are given copies of the complaint procedure and the topic is covered in the orientation for all new hires. All new directors/managers are required to take a series of computer-based training courses.

Westwood College provides students ongoing opportunities for feedback via the quarterly Student Satisfaction Inventories and the term-based Faculty Course Evaluations. The campus' leadership team addresses student concerns and complaints, which are minimized due to this proactive program.

Employee grievance procedures are communicated through employee policies and procedures located on the Westwood College internal website under the Human Resources link.

- 2.7 Describe any plans for the improvement of the organization.

Each month, the college reviews staffing, equipment, and operational needs as part of an ongoing budget and expense forecasting system. Additions to staff and other changes are made in response to growing or declining student census or the addition of new programs of study.

The Westwood College - Denver North campus utilizes the CampusVue student information database to collect all enrollment and class data. This database coordinates all student information in one repository. Information gathered during the admissions process – including Wonderlic assessment scores, testing date, and motivating factors (used to help in student retention) – is entered into the computer system as the information is received. Student records are also kept within the CampusVue system and attendance is entered daily. Several reports can be generated which enable the college to keep track of new student enrollment, current student standings, and attendance records.



3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

Dr. Gregory Smith MSW, EdD, Community College Executive Leadership is the Campus Academic Dean and onsite administrator at the Westwood College - Denver North campus and joined the college in 2012. Prior to joining Westwood College, Dr. Smith has been the Dean at two other proprietary colleges; Department Chair Allied Health programs; Faculty and Adjunct faculty for proprietary and state appropriated colleges and universities. Dr. Smith is also an Evaluator for both ACICS and the Accrediting Bureau of Health Education Schools.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Program Advisory Committees review and comment on each program of study twice a year and their recommendations are forwarded to Central Administration. National Curriculum Committee recommendations, observations, and suggestions are reviewed at the CA level and determinations are made, as appropriate, to enhance the academic programs. Westwood College strives to maintain continuity through the use of standardized program curricula throughout all of its college campuses. Programs of study are also evaluated by monitoring their impact on graduate placement and attrition within each program.

b. Student activity programs

Westwood College offers a wide range of activities and organizations in which students can participate. Activities are planned and implemented by the student clubs and various campus departments. The college provides the opportunity for students to participate in a number of extracurricular activities. Students are encouraged to take advantage of activities, clubs, and events that are offered both on and off campus. These events are designed to help students feel a part of the campus community and to develop career readiness skills. Examples of student events and/or clubs include:

- Student Ambassadors
- Criminal Justice Club
- Game Art Design Club
- Auto SEMA Certification
- Holiday Activities
- Summer Fest
- Student Appreciation
- Day One Success Class
- Future Business Leaders of America



- Alpha Beta Kappa National Honor Society
- Campus Academic Dean Honors and Recognition
- Constitution Week

c. Guidance services

Each Program Chair is responsible for continuing evaluation of the student academic advisement process. Instructors form the “first line” of the advising process. They have contact with the student on a daily basis and are typically first to address attendance, academic, disciplinary, and personal problems. These problems, if unresolved at the first level, are referred to the Director of Student Support and Campus Academic Dean.

The campus also holds Student Success Team meetings in which “at risk” students are identified and assigned to specific faculty members for advising. There is a secure location on the administrative server that the campus communicates on student issues that are addressed during Student Success Team meetings. The assigned faculty/staff member seeks out the assigned student so s/he may assist the student with any obstacles that can impede their success. The faculty/staff member communicates with the appropriate director(s), a plan of action to help the student achieve his/her goals.

d. Financial aid services

It is the responsibility of the campus president and director of student finance to assure that the institution is adhering to the rules and guidelines of the accrediting council and government agencies (federal, state, and local).

The director at student finance at the campus reviews institutional Student Information Records (ISIR) and campus-based funding awards, as well as all verification documents, before disbursements are made.

e. Instructional procedures

Faculty Course Evaluations (FCEs) are administered by Central Administration each term in each class to aid in the evaluation of instructional success. In addition, the education department evaluates its performance in other ways as well, such as scheduled and unannounced classroom visits, where the Campus Academic Dean and the Program Chairs gather information to evaluate and improve instruction techniques.

f. Instructional resources

The faculty uses the resource materials in the college’s Learning Commons and campus Internet access to supplement regular classroom textbooks and resource materials. Internet access also gives the instructors entrance into the Westwood College’s Virtual Library via the internal website. Faculty also draw resources from their home libraries and local libraries. Textbook publishers will occasionally send new textbooks and accompanying materials to the college. Faculty members are encouraged to review texts and respond to the material. Faculty also collaborate with their many business contacts to arrange for guest speakers and field trips.

Additional resources available to faculty include CD-ROMs, videos, DVD/VCR combinations, traditional overheads, and LCD projectors that display images with sound.



3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

The official transcript(s) for every professional staff member listed on the catalog addendum is on file in the personnel/ACICS file maintained by the campus Executive Assistant.

3.4. What records are kept relative to the following areas:

a. Financial aid activities

Financial aid records are scanned upon receipt to our Student Finance Operation Center (SFOC) and are accessible through our image now software. Depending on the student's situation, the financial aid documents are used to aid and track the process of assisting students to find meaningful employment.

b. Admissions

Admission records are maintained either electronically or hard-copy in a student's education file for generally ten years following graduation.

c. Curriculum

Strong curriculum development and instructional presentation are paramount to the success of all programs at Westwood College. Documentation for each course includes goals and objectives, a course of study, lesson plans, and a course syllabus. Faculty members create more detailed lesson plans from the standardized curriculum documentation available on the internal website.

d. Guidance

Students receive academic, attendance, and/or financial aid advising from the college as necessary. Some of the advising is formalized in the CampusVue student database system. Student Action Reports (SAR's) track the activities of the student and record any changes that take place during the student's term of enrollment. These reports are kept in the student's academic file.

e. Library or instructional resources

All records pertaining to the library are located and housed in the library. Instructional resources are housed in the respective program chair's offices.

f. Instructional supplies and equipment

Faculty members order consumable supplies as determined by classroom use. Campus departments inventory all equipment each year. The Campus Departments use the standard schedule of depreciation to track the value of equipment. Equipment is replaced to meet instructional needs and may be upgraded prior to the stated depreciated lifetime.

g. School plant

Copies of the following documents are on file at the college:



1. Lease agreement
2. Certificate of Occupancy

h. Faculty and staff

Faculty and staff files are kept securely in the Executive Assistant's office. Each file contains the employee's application, evaluation sheets, and official transcripts. Also filed in the employees' folders are additional items such as dates of workshops attended and citations for quality work. ACICS data sheets for each employee are maintained in these files as well.

i. Student activities

Each student has an academic and financial aid file (scanned SFOC). It is the responsibility of the Director of Student Finance and the Registrar to ensure that a student file pertinent to their departments be maintained for each student. The Registrar maintains the academic files, and the Director of Student Finance maintains the financial files. Documentation maintained in these files are generally retained for ten years following graduation. Student files for prospective, rejected, active, and inactive applicants are maintained separately.

j. Student personnel

All documents pertaining to the students enrollment and proof of high school graduation are in student's file, and held in the Records department:

k. Campus Accountability Reports

Campus Accountability Reports (CAR) are saved on the shared drive (L:Drive) and a hard copy is also kept in the Executive Assistant's office as back-up.

- 3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

Each student has an academic and financial aid file. It is the responsibility of the Director of Student Finance and Registrar to ensure that a student file, pertinent to their department, be maintained for each student. The Registrar maintains the academic files, and the Director of Student Finance maintains the financial files. The following education records are maintained in a student's academic file, generally maintained for 10 years following graduation.

Financial aid files are electronically stored. The Campus scans financial documents upon receipt that are verified by a indexer at the SFOC. All financial aid files are accessible to administrative personal through our secure server and Image now software.

- 3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Not applicable. Westwood College - Denver North campus does not admit ability-to-benefit students.



3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

During the enrollment process, prospective students indicate if they attained a 1) high school diploma, 2) are currently attending high school or 3) high school equivalency (GED). The student also provides the name of the school and city where the diploma or GED was attained. A Request for Transcripts is completed by enrollee at the time of admission to the college. Although students are ultimately responsible for providing proof of high school completion, the college provides them with assistance to obtain appropriate documents for verification. Documented proof of high school completion or equivalency must be provided by the 14th day of the student's first term. This time frame can be extended through a waiver granted by the Campus President, and is documented on a Deficiency Letter.

Applicants must request post-secondary transcripts for evaluation by the Education department for transfer credits.

The Westwood College - Denver North campus uses a third party (Sterling) to verify all diplomas and degree(s) for incoming students. The verification process supports the credentials earned by the incoming students.

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

If the enrollees diploma is not from a public high school or a state department of education, the diploma is cross referenced with a list provided by Central Administration of non-approved high schools. This list contains high schools that are not accredited and are considered "diploma mills". Additionally, students providing a foreign high school diploma or transcript are evaluated by a third party for equivalency.

3.7. What grading system does the campus employ to indicate student progress?

Grades at Westwood College are determined by using valid and standard academic measurement procedures such as tests, quizzes, homework assignments, in-class projects, group work, and extra credit. Extra credit assignments are permitted only when all students in all sections of the course are given the same opportunity.

Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects, and examinations. The following is a list of possible grades a student may receive for each course, the points that each grade will contribute to the student's grade point average, and a brief description of the grade:

A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Above average
B-	2.7	
C+	2.3	



C	2.0	Average .
C-	1.7	
D+	1.3	
D	1.0	Below Average
F	0.0	Failure

Any student earning a grade of “F” in any course must repeat and successfully complete the course prior to graduation.

I Incomplete - Indicates that the student has not completed all work required for the course. All work required must be successfully completed within two weeks from the beginning of the next term or the otherwise earned letter grade is awarded (normally an “F”). Incompletes may only be awarded upon the approval of the instructor and Academic dean.

PR Proficiency - Indicates that the student demonstrated knowledge and skill in the course through previous experience. “PR” is not considered in computing grade point average.

TR Transferred Credit - Indicates that the college has accepted credit earned for previous post-secondary education at a different institution. “TR” is not considered in computing the grade point average.

W Withdrawal - Indicates that the student withdrew or was terminated from the course prior to completion of 80% of that course. “W” is not considered in the computing of the grade point average. Withdrawals after 80% of the course has been completed will receive the otherwise earned letter grade (normally an “F”).

P Passing - Indicates a passing grade in a course designated as a pass-fail course. “P” is not considered in computing the grade point average.

N No Pass – Indicates a non-passing grade in a course designated as a pass-fail course.

A transcript is maintained for each student. The grading system is on the back of the Academic Record (transcript), which is used for both official and unofficial transcripts. The grading scale is also explained on page 60-61 of the 2013 Volume 4, Number 2 Catalog.

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

The campus uses quarter hours to establish credits for degree.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

A transcript is maintained for each student. The Registrar maintains a checklist for all active files and utilizes a graduation checklist to maintain necessary documentation and transcripts for students.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading system is on the back of the Academic Record (transcript), which is located on the back of official and transcripts. The grading scale is also explained on page 60-61 of the 2013 Volume 4, Number 2 Campus Catalog.



- 3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Official student records are recorded in the CampusVue Student Database. Documents are scanned by the campus and stored on off-site servers.

- 3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

Local campus files are backed-up daily via Symantec backup and stored on a separate file server. A full backup is preformed every Saturday and verified for integrity. These backups are maintained by the local campus system administrator.

CampusVue and other off-site applications follow a similar backup procedure. These servers use Symantec NetBackup 7.5 with an incremental backup running Monday – Thursday and a full backup starting on Friday that runs through the weekend. These backups are maintained by the IT Infrastructure team.

- 3.9. How long are student records maintained by the campus?

Transcripts are maintained indefinitely. Other official documents are maintained as required by the various approving agencies. Non-offical documents are kept in accordance with campus retention policies.

- 3.10. Describe any plans for improvement in the administration.

The campus has developed three initiatives that will focus on student retention for students in terms one through three; Educational staff and faculty are collaborating with departments to maintain continuous documentation on at-risk students and those with attendance issues; Faculty are aware and involved in making contact with all students at-risk and having attendance issues through the CampusVue email and MYPATH system; Daily roundtable meetings are scheduled four days a week to focus attention on attendance, academic performances, and at-risk students designed to intervene at the earliest point.



4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

To ensure that each student admitted can benefit from the educational program, only high school graduates or GED holders are admitted. Candidates are also required to achieve specific scores on the Wonderlic assessment. Applicants can also show evidence of specific scores in either the SAT or ACT examinations. Applicants possessing 36 quarter hours earned from an accredited college are eligible to bypass the exam.

To ensure that each enrollee is fully informed about the nature of the education provided by Westwood College, a detailed, scripted recruitment presentation - College U, has been developed and all Westwood College Admissions Representatives must be proficient at delivering the presentation before being allowed to present it alone.

The initial part of the presentation is a questionnaire that helps identify the strengths and weaknesses of the candidate and provides a better understanding of the candidate's needs. In the case of prospective students under the age of 18, parents must be present at the time of enrollment. In addition, the prospective student is given a copy of the college catalog, which contains program and course descriptions for each curriculum.

4.1.1 Does the policy differ based on the credential awarded or program of study?

The policy does not differ based on the credential awarded or program of study.

4.1.2 Explain how the admissions policy adheres to the institution's mission.

The admission policy is parallel to the college's mission. The admission requirements ensure that accepted students will possess the ability to retain the knowledge, skills, and training needed for meaningful employment. The admissions policies for the college are contained on pages 103-110 in the 2013 volume 4, number 2 Campus Catalog submitted with this application.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Not applicable. Westwood College - Denver North Campus does not accept ability-to-benefit students.

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

The college's admission policies and procedures require that the following records be maintained in each student's academic file:

1. Admission Wonderlic Assessment scores and the date(s) each assessment was given. College transcripts/ACT/SAT scores waive the assessment requirements.
2. A high school or GED verification form submitted by Sterling, our third party verification company, indicating that the student graduated and thus the diploma has been verified. In place of the verification form,



an official high school transcript indicating graduation or high school equivalency certificate (GED). In place of those items, an official college transcript indicating that the student has completed either an Associate degree or a Bachelor degree.

3. Completed Enrollment Agreement

Students are denied admission to Westwood College if they have not achieved the minimum score on the Wonderlic assessment or do not possess a high school diploma or equivalent. The college documents the basis for denial.

4.4 Describe the student recruitment program.

Westwood College has an extensive outreach program designed to engage prospective students through a variety of media, internet and referrals. Interested prospective students meet with an admissions representative in person or over the phone for a career assessment (CollegeU) to determine the prospective students match to an appropriate Westwood College program. During this presentation, students are presented information regarding six key areas: 1) Setting proper expectations of what college will entail including covering our three specific disclosures. 2) Learning specific items about the prospects needs and educational goals. 3) Presenting information about specific programs of interest. 4) Presenting information regarding the features of the school. 5) Presenting information regarding their investment into college. 6) Each student is given a complete tour of the campus which includes meeting other staff members.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

Admissions representatives are trained on an ongoing basis by the Director of Admissions as well as through a structured CA program including classroom training, self-guided tools and computer based training modules. Representatives are monitored on a regular basis to ensure ongoing proficiency in key recruitment areas. Some of the tools used to monitor the representatives include the following: 1) Weekly documented one-on-one meetings with the Director of Admissions. 2) Weekly admission meeting designed to provide on-going training and communicate updates. 3) Term reviews are administered at the end of each of the college's five terms. These are designed to point out areas of success and opportunities to work on. 4) Term based action plan guides (APG's), designed to work on three opportunities for each representative. 5) A series of both interview and phone observations are documented and used as a coaching tool to ensure compliance. Westwood College admissions representatives are compensated on base and annual tenure salary. They have the potential for an annual merit increase based on their performance.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

The transfer of credit policy is as follows:

Requests for transfer credit should be submitted to the Campus Academic Dean as part of the admissions process and will only be accepted for consideration prior to the first day of scheduled classes during the student's first term in college. If transfer credits cannot be submitted to campus academic dean because of delays in receiving them from previously attended institutions, transfer credits must be accepted by end of the add/change and drop period for the application term. In order to have transfer credits accepted at Westwood, a student must have an official transcript sent from the previous institution to Westwood College Student Records office. To be considered "official," a transcript must be in a sealed envelope and signed by the granting institution. No photocopies will be accepted. To be accepted for transfer credit, the course must be similar in scope and credits to a Westwood course, and the student must have earned a grade of "C" or better. Courses found in the career major may transfer if completed within the past 5 years. All other courses may transfer without time limitations. All requests are subject to approval at the sole discretion of the Academic Dean or designee. Students attending Westwood College campuses or campuses owned by Westwood College, Inc. are



able to transfer all courses and grades to other Westwood College Schools, provided that the courses apply to the student's chosen program.

Please note that terms in which transfer credits are applied may affect enrollment status and financial aid eligibility for that term. Students consult with either the Campus Academic Dean or Program Chair concerning the acceptance of transfer credits. The student also consults with a Student Finance Advisor concerning the financial impact of transfer credits.

4.6.1 Where are these policies and procedures published?

Policies affecting credit for previous education are located on page 63 of the 2013 Volume 4, Number 2 Campus Catalog.

4.6.2 Describe any articulation agreements with other institutions.

Westwood College - Denver North campus does not have any current articulation agreements.

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

Not applicable.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Not applicable.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

Dr. Gregory Smith, MSW, EdD, Community College Executive Leadership is the Campus Academic Dean and onsite administrator at the Westwood College - Denver North campus and is the person on-site for administering Satisfactory Academic Progress. Prior to joining Westwood College, Dr. Smith has been the Dean at two other proprietary colleges; Department Chair Allied Health programs; Faculty and Adjunct faculty for proprietary and state appropriated colleges and universities. Dr. Smith is also an Evaluator for both ACICS and the Accrediting Bureau of Health Education Schools.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

To be making satisfactory progress, a student must meet or exceed the criteria at all evaluation points as outlined in the Satisfactory Academic Progress policy specified on pages 70-72 of the 2013, Volume 4, Number 2 Campus Catalog. The student must also proceed through the program of study at a pace within the Maximum Program Length for Completion. The Maximum Program Length for Completion is 150 percent of the number of credits required to complete the program of study minus any recognized transfer credits.

4.8.1 Who reviews the student's records and advises the student?

The Campus Academic Dean and Program Chairs meet prior to the start of every term to review all students that did not meet SAP. Program Chairs are responsible to meet with their students to discuss progress and plans towards meeting SAP during the term. In addition, the Campus Academic Dean and Program Chairs meet with students during continuing registration to review their process and to discuss the upcoming term schedule.

4.8.2 Who monitors probation?



The Campus Academic Dean and Program Chairs are responsible to monitor probation.

4.8.3 How is attendance verified?

Attendance is verified through a daily Last Date of Attendance (LDA) report that is distributed to the Campus Academic Dean and Programs Chairs, as well as to the Admission and Student Support Departments. In addition, attendance can be verified through the Campusvue system.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

At the end of every term, SAP is run through the SAP calculator for all students to determine which students fall below the minimum requirements for CGPA and completion rate based on where they are in their program. A list is compiled and distributed to the Campus Academic Dean and Program Chairs so that Success plans can be created.

FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

The Westwood College - Denver North Campus offers institutional Scholarships, grants and loan programs. Westwood College scholarships can be found on pages 115- 119, of the 2013 Volume 4, Number 2, Campus Catalog:

Westwood College Matching Scholarship

The Westwood College Matching Scholarship program exists to encourage students to take control of financing their education by seeking out and earning third-party scholarships. Listed below are requirements and guidelines for participating in the program.

Preparation for Success Award

The Preparation for Success Award will be given to all 2013 high school graduate applicants to Westwood who complete the terms and conditions below within 60 days of application. All award requirements must be completed by July 15, 2013. The award is \$2,000 toward an associate degree and an additional \$2,000 awarded for continuation toward a bachelor's degree (\$4,000 total). The award amount for a diploma program is \$1,000.

High School Scholarship Programs

There are two high school scholarship categories: the President's Scholarship and the School of Design/Healthcare/Technology.

Scholarships.

1. The President's Scholarship award amount includes full tuition, fees and books. There are two President's Scholarships that will be awarded by each Westwood College ground campus. President's Scholarship recipients are not eligible for the School of Design/Healthcare/Technology scholarships, the Preparation for Success Award or the



Imagine America scholarship.

2. The School of Design/Healthcare/Technology Scholarships award amount is \$10,000 for a bachelor's degree program, \$5,000 for an associate degree program and \$2,500 for a diploma program. The scholarships are offered to students who enroll in the Schools of Design, Healthcare and Technology only. There are two scholarships per high school, per campus.

PATH to Success Scholarships

The Westwood College PATH to Success scholarship program rewards students who take control of their future through dedicated career planning and action. Westwood will honor students who are taking personal responsibility for their future by making a thorough career plan and taking detailed steps while they are still in school to get a job in their field after college.

- 4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

A complete listing of tuition and charges is contained in a catalog addendum provided to students at the time of enrollment. The college reserves the right to adjust tuition rates at the beginning of any academic term, but such increases will be announced at least 60 days in advance.

Tuition is charged to each student's account every term, based on his/her enrollment status for that term. Students should review the enrollment agreement or contact the business office for information about the charges for each program. Tools are charged to each student's account in the term in which the tools are issued. Books will be charged to a student's account when issued each term. The amount of the charges will be based on the current book prices. Used books are occasionally available for a discounted price.

Charges to a student's account (tuition, tools, and/or books) must be paid by the end of each term, either by financial aid, agency payments, cash payments, or through the college's financing program. Students with delinquent cash or college financing program payments will not be allowed to attend classes for the next term or future terms until the account is brought current. Questions or concerns regarding an account or college financing program should be directed to business office personnel. The tool kit, textbooks, and supplies may be purchased through the college or from an outside supplier, but must be the tool kit, textbooks, and supplies required by the college.

- 4.11 What are the refund policies and procedures?

The Westwood College Refund Policies and Procedures can be found on Pages 121-123, of the 2013, Volume 4, Number 2, Campus Catalog:

Institutional refund policy



Refunds must be calculated from the last date of recorded attendance. The following calculations reflect this policy:

1. A full refund of all monies paid if the applicant is not accepted by the college.
2. A full refund of tuition and fees paid if the applicant withdraws any time up to 30 calendar days after the first day of class of the applicant's first term of enrollment, if requested in writing.
3. A full refund of tuition and fees paid in the event that the college discontinues a course or program of education during a period of time within which a student could have reasonably completed the same, except that this provision shall not apply in the event that the college ceases operation.

The policy for cancellation, settlement, and refund of tuition and fees provides for at least the following:

All States Excluding Georgia

1. In all states except for Georgia, a student terminating within the first 10 percent of the term shall be entitled to a refund of 90 percent of the term price, exclusive of books, tools, and supplies.

All States Including Georgia

1. In all states, a student terminating after 10 percent but within the first 25 percent of the term shall be entitled to a refund of 75 percent of the term price, exclusive of books, tools, and supplies.
2. In all states, a student terminating after 25 percent but within the first 50 percent of the term shall be entitled to a refund of 50 percent of the term price, exclusive of books, tools, and supplies.
3. In all states, a student terminating after 50 percent but within the first 75 percent of the term shall be entitled to a refund of 25 percent of the term price, exclusive of books, tools, and supplies.



4. In all states, a student terminating after completing 75 percent of the term shall not be entitled to any refund and shall be obligated for the full term price, which constitutes maximum obligation, exclusive of books, tools, and supplies.
5. The above calculations are performed on a term-by-term basis as determined by the particular term in which the student withdraws. All previous terms will be charged in full.
6. The lab charge and online per-credit course fee are treated as part of the tuition for refunding purposes.

Refund and Distribution Policy

Westwood College adheres to the refund policy as published in this catalog . This refund policy is in accordance with the guidelines prescribed by the state of Colorado and other states as noted in the enrollment agreement or addenda, and by the federal government. If a student withdraws from Westwood and a refund is due, the following return of funds and refund distribution policy will be observed. Amounts of refunds will be allocated in the following order by academic year:

- Unsubsidized federal Stafford loan
- Subsidized federal Stafford loan
- Federal Perkins loan
- Federal PLUS
- Other Title IV, HEA assistance, federal, state, private, and institutional student financial assistance received by the student.

If after all required Title IV funds are returned based on the Return of Title IV calculation and the state or institutional refund has been calculated and a credit balance still exists, the credit must be first applied to any APEX financing (if applicable). If a credit balance still remains, all Title IV loans will first be refunded, beginning with the current period of enrollment and going backward, then to any other private loan, then the student. Any credit balance on a student account at graduation will first be applied to any APEX financing (if applicable) prior to sending to the student.

4.12 What are the qualifications of the financial aid officer?

Armando Guardiola is the Director of Student Finance at the Westwood College – Denver North Campus, and is the person on-site responsible for the administration of Financial Aid. Mr. Guardiola earned a Bachelor of Social Science degree from Regis University and a Master of Science degree in Accounting from Regis University. In 2007, Mr. Guardiola joined the Westwood College – Denver North Campus as a Business Intelligence III and later accepted additional challenges and became the Director of Student Finance for the campus in 2009. Mr. Guardiola was promoted to the Director of Student Finance, overseeing both the Denver North and Denver South campus in September 2012.



Anne Clifton is the Assistant Director of Student Finance for Westwood College - Denver North Campus and is the person on-site responsible for administering financial aid when Mr. Guardiola is not on campus. Mrs. Clifton attended the University of Northern Colorado and studied business. In 2001, Mrs. Clifton joined Westwood College - Denver South Campus as Financial Aid Advisor. She later accepted a position with the Westwood College Enrollment Management department as an enrollment management specialist. In 2004, Mrs. Clifton returned to the campus as a Student Finance Specialist. During 2008, Mrs. Clifton left Westwood to attend to the needs of her family. Mrs. Clifton returned to Westwood College - Denver North campus part-time in 2010 and assumed the responsibilities of Financial Aid Specialist. In August 2010, Mrs. Clifton accepted additional challenges and became Assistant Director of Student Finance at the Westwood College - Denver North campus.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

The Director of Student Finance and Assistant Director of Student Finance are members of Colorado Association of Financial Aid Administrators (CAFAA) and National Association of Student Financial Aid Administrators (NASFAA). Both keep up to date with changes in financial aid by attending CAFAA trainings, electronic access trainings, regional quarterly meetings, workshops, beginning and advanced level training at the central administration office, as well as local, state, and federal workshops.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

As students engage in the financial aid process, both the Student Finance Department at the campus and Default Counselors at the Student Loan Solutions Department at central Administration counsel students about the importance of the repaying student loans. Initial counseling regarding their obligation to repay student loans is conducted when a student enrolls in a portal appointment. During repackaging periods, and as a student enters their final term all student receiving Title IV loans are required to attend an exit interview upon leaving school. During these meetings, an overview of the student's rights and responsibilities are discussed. A complete financial aid packet is given to the student informing them of lender and guarantee agency names and phone numbers, as well as samples of deferment forms. This assures that all students have a full understanding concerning the details of their financial obligations to repay their student loans. A detailed questionnaire is provided to the students and an answer period completes the interview with a strong emphasis on the student's responsibility to communicate with lenders and stay in touch with the school for any assistance they may need in the future.

4.13.1 What is the cohort default rate for the last three years?

Year: 2008	Rate: 10
Year: 2009	Rate: 15.6
Year: 2010	Rate: 12.6

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.
Not applicable. The Westwood College - Denver North Campus does not provide students with cash discounts.

STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.



New students participate in the New Student Orientation prior to their classes beginning. This provides them with an overview of the college as well as the campus, and what they need to consider in order to be successful in college. The orientation presentation is designed to give new students an introduction to the various assets available to them on campus from Admissions, Student Support, Education and Career Services. Additionally, information about completing Financial Aid is discussed. The presentation stresses the need for effective communications between students, faculty and staff. Contact information is shared, empowering students to know who to reach out to for assistance. Other points of orientation include 1) how to seek help to include tutoring, 2) resolving any problems encountered in the class room, and 3) encouraging students to join program related clubs. Following the presentation, students are divided into groups by program and the orientation is enhanced by meeting with their PC. Each PC reviews their career field, courses, and expectations. They also discuss the importance communicating with their faculty as well as staying connected to their PC.

During the Success Strategies (PDEV111) course, these same points are reviewed and augmented with additional information. Representatives from each department come into the class to discuss their function and to elaborate on the services they can provide. The Campus President, Campus Academic Dean and Director of Student Support, also, present the "Top 10" to first term students to ensure they understand key points, such as obligations to repay student loans, transferability of credit, campus security, financial aid requirements, academic standing, and to answer any questions new students may have.

4.16 Describe all academic and personal counseling services offered.

Student Support Advisors meet with students in their first through third term to enhance their sustainability in college and move forward to complete their degrees in a timely manner. The Advisors assist students in setting and achieving their goals which, ultimately, provides them with the skills to achieve their goals from the third term through completing their degree. The Program Chairs complete all academic advising for first through third term students focusing on academic success plans and guidance with identified areas of concern.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

Dianne Hopkins is the Director of Student Support at the Westwood College, Denver North Campus and is the person responsible for the counseling programs on campus. Ms. Hopkins has a Master of Arts Degree in Guidance and Counseling (specialization in College Student Personnel). Ms. Hopkins joined Westwood College in 1996 and serves on the Leadership Team for the Denver North and Denver South campuses. Prior to joining Westwood College she taught and counseled at a community college Women's Center in Michigan. She has served in various roles within education for over 34 years.

4.17 Describe the retention program.

The retention improvement program is integral to the college's IEP. It is reflected in the mission statement, the college goals, the Education Department goals, and the individual goals of the faculty and staff.

Westwood College is committed to providing an environment that supports students in achieving their learning, personal and professional goals. The campus has various resources to support students throughout their time enrolled to include, but not limited to:

- The college's "hands-on" approach to learning gives each student an opportunity to realize accomplishment and success. For example: All faculty have completed the PT3 training within their first two terms. The focus is to help them understand the campus demographics, becoming a facilitator of educational learning, and how to develop classroom activities that are skill based and have practical applications for learning.



- In recognition of their successes, the college has term-based awards for students that achieve academic and attendance honors. The campus has built a recognition wall that identifies these term based achievements.
- Assessing “at-risk” students and identifying strategies to support these students: In an effort to provide early interventions, retain students, and minimize the number of students who drop out of school, education representatives are identified to help with 1st through 3rd term initiatives. Weekly Student Success meetings are scheduled to help with At-Risk students. The team is made up of educational staff and faculty, Director of Admissions, Re-entry specialist, and Student Support. It is a review of student grades and attendance. These meetings help to identify students who might benefit from additional student services.
- Assisting with campus housing: Westwood College-Denver North Campus has contracted with Collegiate Housing Services, an outside company, to provide student housing.
- Coordinating tutoring services: Individual peer tutoring is available to students at no cost. A student can request a tutor, faculty can suggest or recommend that the student obtains tutoring, or Student Support can call students who are struggling academically and offer tutoring services.
- Ambassador Program (student-to-student mentoring program): This program helps incoming freshman acclimate to college life.
- Facilitating student complaints and grievance policy: Informal, one-on-one meetings can be held between students and Student Support staff anytime during regular college hours. These meetings provide students the chance to address concerns and share accomplishments as well as receive feedback from college personnel who will take appropriate action, if necessary, to help student alleviate the concern and more importantly provide encouragement. Student Support staff facilitates and tracks student complaints through an online complaint portal "My-Safe-Campus". Students can submit anonymous complaints through this website. Students can also submit verbal complaints to the Student Support staff when on campus. The Student Support staff responds to the complaints and keeps a record of the outcome on file.
- Assisting reentering students: The process of reentry to the college entails sending contact letters, making phone calls, and, in some instances, organizing a meeting with the Re-entry committee. If a meeting with the committee is required, the student will be asked to provide specific information to the committee that explains the reason/circumstances for leaving school followed by an explanation of why the student wants to return. The committee then decides if the student should be permitted to reenroll for the next term. Members of the committee consist of the Director of Student Support, Re-entry Specialist, Campus Academic Dean, Program Chair, Director of Student Finance and Director of Career Services.
- Monitoring attendance: Educational staff and faculty monitor attendance daily through the Last Day of Attendance report (LDA report). All students who are absent receive an email from their Faculty Member. Program Chairs call and email all students who are absent greater than seven days. Student Support contacts students who have been absent from school after two consecutive days of absence. Student Support contacts these students to determine if there is an issue the school can assist with or if there is any support staff can provide to assist the student in returning to class. If a student has missed numerous class days throughout a term, Student Support will again follow up to determine the reason(s) for the absences and to ascertain if Westwood College can do anything to help get the student back on track.
- Facilitating access to outside services and agencies: If necessary, the Student Support Department assists students in obtaining local outside professional services (e.g., professional counseling, housing, transportation, battered women’s community services, referrals for substance abuse) for issues that are more personal in nature.
- Student Support Services: There are several resources that provide students the opportunity to solve problems, share ideas, and set goals with a member of the college staff. Advisors assist individual students who are having difficulty attending class on a regular basis, experiencing academic problems, financial concerns, or facing personal issues. Informal, one-on-one meetings with advisors can be held anytime during regular college



hours. Students facing a particularly difficult personal issue while attending college are encouraged to contact the Director of Student Support, who can effectively offer information and referrals to professional counseling and human services agencies in the community where students can gain the help they need.

4.18 Describe employment services offered to students.

The Career Services Department offers a wide range of placement and career counseling/preparation services to our students and graduates, commencing on the first day of attendance through alumni status. The following is a representation of services and resources provided:

Early Term Students

Focus for early term students (typically first through fourth term) is focused on assisting students secure full- and part-time general employment. The CS staff will assist students with resume writing and provide job leads as available, while also providing employment related resources such as contact information for staffing agencies.

Pre-Graduation

Beginning in the fifth term prior to graduation, Career Services assistance shifts toward helping students prepare for placement in a position related to his/her field of study. Beginning with active involvement in Career Management (PDEV200), a course centered around career development, CS assists with professional resume writing and interviewing skills. Each student is provided an opportunity to participate in a mock interview to assess interviewing skills, and gain feedback on areas of needed improvement. Additionally, professional portfolios are developed for art, design, and programming students.

Upon completion of employer ready resume, cover letter and portfolio, the Career Services Advisors actively market those students to employers. CS Advisors follow up from start-to-finish during the hiring process to provide insight and information as required by the employers. The Career Services staff continues to actively work with students to secure employment prior to graduation.

After Graduation

For those students not placed prior to graduation, the CS department continues to actively work with each student as needed to assist with placement opportunities. Advisors engage graduates on a regular basis while continuing to work with employers to match those graduates with appropriate positions. CS monitors placement rates for 150 days post graduation; however, any student not placed by the 150-day mark will continue to receive ongoing career counseling services until the graduate is placed or requests no further assistance.

Alumni Services

Alumni may request employment assistance from any Westwood College Career Services Department, including but not limited to resume writing, interviewing practice, and help locating available alumni-level positions.

4.18.1 Describe how placement verification is documented.

After a student secures placement, the Career Services office takes the following steps to verify employment:

- Students are asked to fill out and sign an employment information form which documents their employer, position, salary details and supervisor information.
- Using information provided by the student, or information obtained independently, the Career Services department will contact the employer directly to request that the employer fill out and sign an employment verification form.



- In some situations, an employer will request that verification be obtained via a third-party verifier, such as The Work Number.
- If written documentation is unable to be obtained by the employer, graduate, or third-party verifier, but we have obtained verbal confirmation, all details of the conversations are carefully documented by a career services staff member in CampusVue and the graduate Career Services file.
- If sufficient written or verbal first-hand information cannot be verified, the placement is not considered valid, and is not calculated as a placement for regulatory or internal purposes. For unique situations like student self employment, the above steps are followed. Additionally, the placement is not considered verified until the career services staff obtains independent, third-party verification to support the attestation of self employment. Some examples of documentation include official business filings to the Secretary of State, copies of invoices to customers, copies of checks paid to the graduate, business cards, and websites that outline the scope of the graduate's work.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Employer Satisfaction Surveys:

Employers who hire Westwood graduates are surveyed 150 days (or approximately six months) after graduation. Surveys are sent via an automated online survey that contains questions related to the graduate's level of competence, technical skills, and interpersonal skills, along with an assessment of whether the employer was satisfied with his or her choice to hire a Westwood graduate.

Graduate Satisfaction Surveys:

Survey data are used to assess our graduate's satisfaction with their educational experience, educational outcomes, and employment successes. Graduates are surveyed two times; immediately following graduation and 150 days after graduation via an automated online email survey. The questions on the survey include whether graduates were prepared to enter the job market, whether the coursework had prepared the graduate for a job, whether the graduate's career path is exciting to them, and would they recommend Westwood College to a family member or friend.

4.20 Describe the programs of extracurricular activities, if any.

Some examples of activities organized for student participation that assist with their educational endeavors are:

- Health Fairs and Blood Drives for Medical Assisting students
- Participate in CABPES curriculum development and teaching of practical program software
- Participate in KidsTek programs and facilitate learning.
- Attend and volunteer for Bandimere Speedway events
- Participation in design and game development competitions for Game Art and Game Software Development students
- SEMA training and certification for Automotive Technology students

Campus events are designed to enhance the students educational experience. Departments within the college often collaborate in offering extra curricular activities to students to create a well balanced educational experience.

- Campus Clubs and Groups
- Program Clubs
- Community/global fundraisers



- Campus Retention Events
- Term Events
- Westwoodopoly
- Perfect Attendance Challenge
- March Madness
- Summer Bash
- BBQ's
- Turkey Baskets
- Giving Tree
- Vendor Days
- Program Speakers
- Professional Program Field
- Alumni
- Employers
- Career Fairs

4.21 Describe any areas needing improvement in the area of relations with students.

Plans for improving student experience and relations include:

- Educational Assembly identifying positive activities and student recognition
- Recognition Board for Educational Awards
- First through third term initiatives are designed to stitch students into a cohort and support a successful transition with college life.



5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

The mission statement as provided in Section 1.2 serves to provide Westwood College with a description of the desired environment plus a compelling call of action for all employees. Within the statement is a charge to provide knowledge, skills, and training needed for meaningful employment. Support services help a diverse student body prepare for careers. The college believes its facilities, instructors, staff, and employer-driven curricula support these objectives.

Westwood College strives to establish an environment that promotes professional growth; encourages each person to achieve his or her highest potential; and fosters ethical responsibility and individual creativity within a framework of equal opportunity.

The mission statement is a living document that drives student, employee, and financial resources to continue to establish Westwood College as a leader in career education. With the mission statement as a catalyst, Westwood College strives to maintain:

1. Programs of study that foster critical thinking, communication, and teamwork skills while reinforcing both the theoretical and applied principles of technology and design.
2. Student support services to facilitate the matriculation process and assist the career preparation for students. Such services include assistance with housing, assistance in applying for financial aid, advising, tutoring, helping undergraduates find employment, and other special programs as required.
3. Curriculum content reviews performed regularly to ensure continued relevance with technology in the workplace.
4. Curriculum integration of technology, lifelong learning, and professional development activities. Curricular integration help students connect the entire learning process to their lifetime career goals.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).



The bachelor's degree in Business Administration with a Major in Healthcare Management is designed to provide students and working professionals with the knowledge and skills needed by healthcare professionals seeking entry-level positions or advancement in their field. The program provides students with a solid business foundation in accounting finance, human resources, business law, and marketing. In addition, the program helps students develop general management skills and provides them with a framework for critical thinking and ethical decision making. The program also introduces student to common business software applications for word processing, spreadsheets, and presentations. The career major courses cover a wide range of healthcare topics and relevant coursework in healthcare law, long-term care, risk management, and public health.

The bachelor's degree in Business Administration: Major in Management helps students advance in their business fields or prepares students for entry-level positions in management. Coursework in business fundamentals provides students with a strong foundation in the general operations of a business. Leadership-related courses provide students with the skills needed to supervise others. Management courses provide students with practical skills in areas such as business law, project management, and supply management. This program infuses real-world, hands-on application of theoretical concepts so that students may apply concepts to the current business environment. Graduates of this program will be prepared to seek various entry-level positions in business such as sales representative, administrative services manager, human resources generalist, or promotions specialist.

The bachelor's degree in Construction Management prepares students for entry-level positions in the field of construction management. Through three main areas of instruction – construction science, construction management, and business – the program provides the concepts and tools needed to manage construction projects. Coursework in construction science provides a strong foundation in construction concepts fundamental to residential and light commercial buildings, such as building materials, construction design, and construction methods. Coursework in construction management teaches skills needed to provide supervisory support to construction projects, develop estimates and bids, develop construction schedules; and administer construction contracts. The business component of the program teaches the general business skills needed to provide administrative support to the internal operation of a construction company. Graduates of this program will be prepared to seek job titles such as assistant project manager, assistant project superintendent, assistant estimator, assistant field manager/supervisor, or assistant construction manager.

The bachelor's degree in Criminal Justice equips students academically and professionally by developing a knowledge base, social awareness and technological skills for an entry-level position in today's criminal justice environment. This program covers topics such as: criminology, criminal procedure, criminal investigation, juvenile justice, victimology, and ethics in criminal justice. The curriculum provides an understanding of criminal justice methods, techniques, technologies and required skills and abilities. The program helps prepare students for entry-level jobs such as: investigator, law enforcement officer, corrections officer, children's advocate, youth care counselor, youth treatment counselor, and community relations manager.

The bachelor's degree in Game Software Development provides students with the ability to apply core knowledge of software engineering to employment settings through a curriculum that emphasizes game and interactive software development. In addition, general education courses assist students in applying critical thinking, logic, communication, and problem-solving skills in managing challenges that occur in a game development environment. This program helps prepare a student for an entry-level position in the game software development industry including the following roles: application developer, game software programmer, product software developer, game advisor, game designer, game tester, software developer, web designer/programmer.



The bachelor's degree in Information Technology: Major in Cisco® Network Systems provides students with the knowledge and skills necessary to deploy and maintain fully integrated network infrastructure services and applications. The curriculum focuses on the advanced skills required to manage the end-to-end network infrastructure but goes beyond core routing and switching to include applications deployed on the edge of the network, such as wireless, security, and voice. The program covers topics such as converged networks, Quality of Service (QoS), Virtual Private Networks (VPNs), broadband technologies, and next-generation network devices and services engineered to provide wire-speed delivery of concurrent data, voice, video, and wireless services with optimized security. The program helps prepare students for entry-level roles in the information technology industry such as Cisco network engineer, network administrator, computer/technical support specialist, help-desk technician, or computer systems administrator.

The associate's degree in Automotive Technology provides students with the skills needed for fundamental automotive repair. The automotive technology degree has been evaluated by the National Automotive Technicians Education Foundation (NATEF) and meet the National Institute for Automotive Service Excellence (ASE) standards of quality for the training of automobile technicians in all areas which include the following: brakes, electrical/electronic systems, engine performance, suspension and steering, automatic transmission and transaxle, engine repair, heating and air conditioning, manual drive train and axles. Westwood's automotive technology program offers some distinct advantages to students who wish to pursue careers in this exciting field. First, instructors with field experience provide a practical and knowledgeable source of education. Second, training labs contain automotive testing equipment, such as handheld scanners, alignment machines, and other computerized diagnostic tools. Third, the students have internet access to the Alldata automotive service information system. Finally, the combination of both classroom theory and hands-on training on vehicles offers the advantage of having applied the skills that will be required on the job for entry-level positions such as automotive service technician, service advisor, transmission technician, tune-up technician, front-end technician, or brake technician.

The associate's degree in Computer Aided Design/Architectural Drafting equips students with the skills necessary to utilize computer software to prepare drawings commonly used in the building industry. Students receive training on recent releases of industry standard computer aided design applications as well as a theoretical background including mathematics, communication skills, and career management techniques. They then immediately put this instruction to use in practical lab projects. This hands-on learning environment, coupled with industry-experienced faculty, ensures that graduates are well prepared for the work force. The program provides students with the entry-level skills necessary to enter careers in the drafting field such as a CAD operator, architectural CAD technician, or architectural drafter.

The associate's degree in Criminal Justice program equips students academically and professionally by developing a knowledge base, social awareness and technological skills for an entry-level position in today's criminal justice environment. This program covers topics such as policing, criminology, corrections and constitutional law. The curriculum provides an understanding of criminal justice methods, techniques, technologies and required skills and abilities.

The Dental Assisting Associate's program prepares students for employment in the dental assisting field. The program is designed to provide students with the knowledge and the skills to work as a chairside dental assistant. Background information and abilities will also be provided in dental radiology, dental specialties and state approved expanded functions. Instructional background is also delivered in front office procedures. Each student will rotate into a minimum of two different dental office/clinics to experience the teamwork that provides quality dental care for patients.

The associate's degree in Graphic Design program prepares students for entry-level jobs in the graphic design and multimedia industry. Students learn to create effective designs that communicate visually in both print and multimedia environments. The combination of technical and general education courses in the program helps students develop skills in critical thinking, communication, and problem solving.



The Health Information Technology Associate's program provides graduates with the ability to abstract, analyze, maintain, and process health information. The program emphasizes the use of a variety of health information systems, adherence to regulatory guidelines, application of reimbursement coding, and the management of health records. In addition, the combination of technical and general education courses in the program enables students to develop skills in critical thinking, communication, interpersonal interaction, and problem-solving. The program provides students with the skills to work in a variety of diverse settings in the healthcare industry.

The associate's degree in Information Technology is designed to provide students with the skills required to design, install, configure, and maintain enterprise-wide networks. In addition, the combination of technical and general education courses in the program helps students develop skills in critical thinking, logic, communication, and problem-solving. The program helps prepare students for entry-level jobs in the industry such as network administrator, help desk technician, or computer system administrator.

The associate's degree in Information Technology prepares students with the skills required to design, install, configure, and maintain network and technology infrastructures. In addition, the combination of required and area emphasis courses allows students to specialize in focus areas such as: CISCO Network Security; CISCO Network Voice; CISCO Network Wireless; Microsoft System Administration; and Virtualization.

The associate's degree in Medical Assisting prepares students with the skills necessary to be responsible for a wide range of front office and back office functions in the medical field. Coursework includes hands-on training concluding with a 165-hour externship during which students will use acquired skills in a medical facility as a medical assistant performing administrative and patient contact tasks required of the job. In addition, the general education courses in the program help students apply skills in critical thinking, logic, communication, and problem solving in a medical office environment. Upon successful completion of this program, students will demonstrate competence in general, administrative, and clinical skills necessary for entry into the field as a medical assistant.

The associate's degree in Medical Office Management program equips students with the skills necessary to manage medical office operations. The program is designed to teach students the skills necessary to work with doctors and their patients in a medical office environment. The program emphasizes a wide range of business and health-related topics. In addition, the general education courses in the program help students apply skills in critical thinking, communications, and problem solving in a medical environment.

The associate's degree in Paralegal program equips students with the skills necessary to function as a qualified assistant to a lawyer. The program provides students with fundamental knowledge of legal terminology, procedural and substantive law, drafting of legal documents and legal research.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

Dr. Gregory Smith MSW, EdD, Community College Executive Leadership is the Campus Academic Dean and is the person on-site responsible for the administration of all academic programs at the Westwood College - Denver North campus and joined the college in 2012. Prior to joining Westwood College, Dr. Smith has been the Dean at two other proprietary colleges; Department Chair Allied Health programs; Faculty and Adjunct faculty for proprietary and state appropriated colleges and universities. Dr. Smith is also an Evaluator for both ACICS and the Accrediting Bureau of Health Education Schools.

5.2.2 Administration of each academic program offered.



Ms. Teresa Hunt is the Program Chair for Schools of Legal and Justice and has more than 31 years experience managing correctional facilities in the public and private sector, and three years experience as a Program Chair. She has a bachelor of arts degree in Sociology and Criminal Justice from Gustavus Adolphus College in Saint Peters, Minnesota and a master's degree of Public Administration from University of Southern California in Los Angeles, California.

Ms. Lisa Hopsicker is the Program Chair for General Education has seven years of experience in higher education, including instruction and academic advising. Prior to entering the higher education field, her experience centered around psychology and social work with positions in community mental health, residential treatment, inpatient psychiatric treatment, and crime and trauma victim services. She has a bachelor of arts degree in Psychology from Hartwick College in Oneonta, New York and a master's degree in Social Work from Arizona State University in Phoenix, Arizona.

Ms. Vivian Jeffcoat is the Program Chair for the School of Business. Ms. Jeffcoat has held a variety of positions in business and has taught business classes to a diverse population in a variety of formats and class length. She has authored two high school workbooks, one for a business communication class and one for a personal finance class, offered by the University of Nebraska-Lincoln Independent Study High School. She has a master's degree in Business Education from University of Nebraska in Lincoln, Nebraska and a bachelor of science in Business Administration from Regis University in Denver, Colorado. Her fifteen years experience in marketing and sales in the insurance industry provide her with the ability to give first-hand knowledge, experience, expertise and insight into the practical applications of management.

Ms. Audrey Theisen is the Program Chair for the Health Information Technology program and has been credentialed as a Registered Health Information Administrator with the American Health Information Management Association for thirty eight years. Her employment experience includes Health Information Management Director, Program Coordinator for a Medical Billing and Coding Education Program, Medical Office Administrator, Oncology Clinical Trials Coordinator, Regional Manager for a pilot program for Social Security Disability Determination, and Data Administrator for the state Quality Assurance Medicaid Program. She has a master's degree in Science in Computer Information Systems, Post Baccalaureate in Health Information Management and a bachelor of science in Business.

Mr. Charles Bendert is the Program Chair for the School of Design. He has a bachelor of Fine Arts degree from Metropolitan State University of Denver. Program emphasis in commercial graphic design/applied arts. He has been in the graphic design field for over 20 years; holding positions of production artist, designer, lead senior designer, assistant art director and art director for a single in-state promotional graphics company. He has produced in-house and free lance work for comic books, zoos, aquariums and major amusement/theme parks nation wide.

Mr. Charles Bradford is the Program Chair for the School of Technology. He has a master's degree from the University of Phoenix and a bachelor's degree in Information Systems. He has 15 years of experience in education to include IT director at two separate educational institutions. He has 30 years of experience in Information Processing and Business environment.

Mr. Dennis Steuerwald is the Program Chair for the School of Health. He holds an associate degree in Occupational Studies and Medical Specialties from College America in Denver Colorado and a Bachelor of Science degree in psychology from the University of Denver. Mr. Steuerwald has experience in the realms of diagnostic radiology, medical office management and pharmacy. He further has experience as a medical assistant working in student health at the University of Colorado, Boulder Colorado. He is a certified instructor of CPR/BLS and a former firefighter.

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.



Evaluating and revising curricula is an ongoing process at Westwood College. This process involves faculty, administration, and external groups/individuals. The CA Academic Affairs department utilizes feedback and input from Program Chairs, faculty, and Campus Academic Deans to continually review textbooks, references, and the instructional needs of each program. New program development is initiated through Central Administration Academic Affairs. Career Services is also valuable in determining necessary curriculum changes, recognizing local needs based on graduate and employer interviews.

The members of each program's Program Advisory Committee also contribute to the development of the college's programs in several ways. The committee members share their company and professional experience with the college faculty. The ongoing committee discussions provide Westwood College with industry trends and needs. Members discuss areas such as new technology products, processes, software, and strong general education knowledge. The college identifies members who have a variety of backgrounds so it can get a broad impression of technological changes. Employers are willing to share their employee expectations with students. This is very beneficial because employers always stress effective communication, attendance, and teamwork to students that may believe that technical expertise is the only requirement for career success. Employer feedback includes both local and nationwide responses and is positive concerning the preparation of Westwood College graduates for employment.

5.4 Describe how the educational programs reflect the needs of the students and the community.

The Academic Affairs team conducts a comprehensive labor market study prior to implementation of any program. This study evaluates the level of interest in the college's marketing area; examines the current need for the program; and evaluates state employment statistics. Existing programs at Westwood College are regularly reviewed. These reviews include graduate employer surveys, marketing results, and student outcomes.

As industry and government become more automated and computer driven, new employment requirements will emerge. Employers need employees that understand technology and can also reason, solve problems, communicate clearly, learn new skills, and work effectively in teams. Programs at Westwood College have been specifically designed to teach students in each of these critical areas.

As technology continues to transform the workplace, positions have become increasingly more complex and demand more sophisticated levels of knowledge and skills. To better address the needs of the new employment market, Westwood campuses across the country consult employers that use the technology taught in its programs. Westwood College's collaboration with the employers provides valuable feedback to maintain the currency of its existing curricula and to provide guidance for developing new curricula. On a local level, Program Advisory Committees for each program provide information about the needs of potential employers.

With the mission statement as a catalyst, Westwood College strives to achieve the following goals:

- A. Programs of study taught to foster critical thinking, communication and teamwork skills while reinforcing both the theoretical and applied principles of technology.
- B. Student support services offered to facilitate the matriculation process and help students begin to prepare for career opportunities. Such services include: assistance with housing; assistance in applying for financial aid; advising; tutoring; helping undergraduates find employment; and other special assistance programs as required.
- C. Curriculum content reviewed regularly to ensure continued relevance with technology in the workplace.
- D. Curriculum integration with technology, general education and professional development activities. Curricular assimilation helps students connect the entire learning process to their lifetime career goals. Each curriculum will offer a learning environment that can foster communication and critical thinking skills.

5.5 How are provisions made for individual educational differences among students?



In the classroom, faculty members use a variety of instructional delivery methods to ensure students in their classrooms are gaining comprehension of the subject matter. If it becomes evident that a student does not understand the course content, the faculty member will work with the individual student or recommend tutoring in the Educational Department. The college is open Monday through Friday, 8:00 AM until 11:00 PM, and Saturdays from 8:00 AM until 2:00 PM.

Above-average performers are encouraged to undertake extra projects and to assist other students when possible. Below-average performers are advised by their faculty member whenever a concern is identified.

Students enrolling with previous college training can receive transfer credit providing both course description and college credits are similar.

Courses such as Computer Applications, Career Management and Success Strategies supplement the general education curriculum. These courses cover all aspects of career preparation, goal setting, and achievement.

5.6 How are the community resources utilized to enrich the programs?

Members of the area business community are invited to speak to classes on various topics of interest. Faculty members may also arrange to take their classes on field trips so that students may visually experience the “real work” environment and have an opportunity to ask pertinent questions.

Program Advisory Committees are also an integral part of the feedback received from industry experts working in the community. They are intended to serve as a means of permitting expert advice to flow from business and industry to the college and, in turn, for program awareness to flow from the college to the community.

Program Advisory Committees are also used to offer advice or assistance in the following areas:

1. Curriculum
2. Equipment
3. Laboratory layout
4. Faculty
5. Employer needs
6. Instructor professional development
7. Guest speakers
9. Field trips
10. Part-time jobs

The Career Services department works with the outside community to volunteer student time to work on various areas of the student’s academic program. Examples of areas that students work in are web-design for non-for profits, networking and drafting.

Last, the college is involved in activities such as health fairs and community policing events and conferences. Students are recognized for their participation in these activities.

5.6.1 Describe how the utilization of these resources is documented.

Meeting minutes are maintained for all Program Advisory meetings in PAC binders for each program. The campus also maintains a log of all guest speakers that have come to campus and field trips that students have participated in.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

Westwood Colleges, Inc., has established faculty roles and responsibilities that include but are not limited to the following:



- Participation on program advisory committees.
- Serving as subject matter experts in the development, review and revision of curriculum and course content.
- Submitting recommendations for course assignments, textbooks, audio and video content, assessments, supplemental learning materials, and library resources.
- Making suggestions regarding course design.

Faculty have the opportunity to engage in these activities through Program Chair calls; communication with Program Managers, the Director of Curriculum, and Instructional Designers through the My Path learning management system and email; campus faculty meetings; subject matter expert contracts for course and program development; and institutional effectiveness planning and evaluation meetings and activities, which address retention, graduate employment, student learning outcomes, graduate and employer satisfaction, and other areas of institutional effectiveness.

5.7.1 How was the academic governance policy communicated to the faculty?

Each faculty member is provided the academic governance and documentation of acknowledgement is signed files in faculty file.

5.8 Is there a detailed syllabus on file for each course?

The internal website contains all syllabi and lesson plans. During faculty orientation, faculty are directed to download the syllabi for their specific course/s. In addition, faculty meet with their Program Directors outside of the faculty orientation prior to classes starting. All syllabi contain the course description, course overview, course content, course objectives, unit time allocation, textbooks, instructor resources, evaluation criteria, graded activities, instructor notes, and facility/equipment/tools.

5.8.1 How are syllabi developed?

Course syllabi have been developed by a group of Program Chairs and Faculty from all campuses.

5.8.2 How often are the syllabi revised?

Central Administration Curriculum department revises syllabi on a regular basis and forwards changes through the new term syllabi report.

5.8.3 Describe the process for revising syllabi.

Each syllabus is periodically revised to accommodate:

- A. Changes due to textbook replacement;
- B. Changes in application software;
- C. Enhancements made due to adoption of innovative classroom delivery methods;
- D. Recommendations made by Program Advisory Committee members;
- E. Recommendations made by faculty via the curriculum revision process as specified on the college's website;
- F. Enhancements made due to changes in technology.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

The Central Administration Curriculum department established all out-of-class assignments for the master syllabi approaches. The continuous review, updates, and open communication with faculty supports the accuracy of the review processes and evaluation criteria in each course.



- 5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

Westwood College – Denver North requires an externship only for its Medical Assisting (AAS) program. This externship provides the opportunity to incorporate knowledge and skills acquired during course work into an actual environment through a 165-hour, non-paid training experience under the guidance of experienced professionals. Upon successful completion of this course, students are prepared to successfully enter the field of medical assisting.

Tracey Hawthorne is the Denver North and South Campus' Externship Coordinator.

- 5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

Westwood College is meeting current needs of industry and business. Each program is reviewed on a regular basis by program advisory committees, the faculty at the college, and the central administration Academic Affairs team. Recommendations from the advisory committees, employers, staff, and students can start the process for a curriculum change. If a major change is suggested by the campus, such as the elimination of an existing course or the implementation of a new program, the Central Administration Academic Affairs team conducts a thorough review of the curriculum before action is taken.

The Program Chairs and Campus Academic Dean review faculty recommendations for curriculum changes in an approved program of study. Requests for changes in the curriculum are then submitted as outlined on the Central Administration website. All necessary state and accrediting council approvals are obtained in advance of any implementation of curriculum changes.

Employers are surveyed on an annual basis regarding the performance of Westwood College graduates. After the graduate secures employment, a Graduate Employment Information (GEI) form is sent to the employer and to the graduate. This form requests salary, job description, hire date, and company information. It also requests comments on the individual's skills.

- 5.10.1 If advisory boards are utilized, list board members and their qualifications.

Each educational program has a Program Advisory Committees and recommendations derived from the committee are evaluated to determine curricula changes. The committee recommendations provide information on recent industry changes and allow the curriculum to keep current with these changes. The PAC committee members are as follows:

School of Design

William Ern, Designer – Lockheed Martin

Kit Burgess, Designer – Leviathan Games

Jess Bull, Founding Member – CIGDA

Megan Fox, Game Designer/Owner – Glass Bottom Games

Chad Hoover, Game Designer – Zebra Lighting

School of Business

Heidi Williams, Owner – Freedom Uniforms/Mayor of Thornton, CO

Sherri Pierson, Marketing Specialist – Golder Associates



J. Carle Abernathy, HR Manager – J.R. Butler, Inc.

Patricia Gross, Owner – Patty's Patties

School of Service

Chris Lechman, General Manager – Pacesetter Roadside Assistance

Jeff Clear, District Manager – SnapOn Tools

Alan Hinkle, Alignment Trainer – Specialty Products

Randy Holmbert, Ower – AutoStaff Now

J. Brooks, Auto Sales Associate – Arvada Motor Sports

Jon Jelosek, Owner – Gunbarrel Imports

Brian Sump, President – Avalon Motor Sports

Dennis Gregory/Trinity Gregory, Owners – Affordable Auto Repair

Lori Senske, Associate Manager – Car Quest

School of Technology

Ashley Rogers, Technician – Computer Services, Inc.

Randy Drennen, IT Director – SEMA Construction

Peter Rasmussen, Manager of Security Operations, GB Protect

Vu Tran, SVP Engineering & Operations – Microtech-Tel

Tommy Crawford, Director of Network Engineering - Ciber

Schools of Justice/Legal

Al Young, Retired Police Chief

Fabian Rodriguez, Deputy Sheriff – Adams County Sheriff's Office

Becky Rae, Recruiting Officer – Bureau of Prisons

Kevin Smolka, Detective – Denver Police Department

Ron French, Sheriff Commander – Department of Corrections

Norm Renter, Chief Cruelty Investigator – Denver Dumb Friends League

Matt Barnes, Public Information Officer & Community Relations Officer – City of Thornton

Angela Dunson, Victim Advocate – City & County of Denver

School of Health

Scott Cole, Medical Assistant – State of Colorado/Wheat Ridge Medical center

Sherry Cooper, MA, CMA, RPT, CPR/Phlebotomy Trainer, -- Hand Over Hearts, LLC



Anne Clifford, CMA, Medical Assistant – Partners In Health

Rodger Steinhem, PA-C, Health Care Consultant

Blossom Oding, PharmD, Pharmacist/Pharmacy Manager – Walgreen's Pharmacy

Sarah Thoenke, Medical Assistant Recruiter

Health Information Technology Program (part of the School of Health)

Hannah Stein, RHIA, Director of Health Information Management – Boulder Mental Health

Crystal Keefer, Practice Administrator – Center of Surgical Specialists

Kathy Howell, HIM Senior Analysis – Kaiser Permanente

Stephen Ulmer, HIM Coding Support Analyst – Kaiser Permanente

Kathleen Jorgensen, Practice Administrator – Centura Hospital

Claudia Delgado, Billing Manager – Clinica Family Health Services

5.11 How was the length of each program determined?

Program lengths are derived in the following manner:

- A. Analysis of market research assists with the employment expectations in each of the disciplines;
- B. Subject Matter Experts' evaluation of the time needed to acquire the knowledge and skills of the Field being taught;
- C. Analysis and evaluation of each program by the appropriate program advisory committee;
- D. Cumulative credit hour analysis for the appropriate degree, as specified by state, and accreditation criteria;
- E. Review of comparable programs at other postsecondary institutions.

5.12 Do any programs include training by a third party? If so, please explain.

Not applicable. Third party training is not used in any Westwood College program.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

The Health Information technology requires graduates to sit and pass the registered Health Information Technology (RHIT) Certification prior to employment.

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

100 percent of students must pass the RHIT Exam prior to employment in the field.

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

The Health Information Technology program is currently pursuing Commission on Accreditation for Health



Infomatics and Information Management Education (CAHIIM). The program will require this accreditation for graduates to be employed in field.

5.14.1 Explain the current status in holding such accreditation.

The CAHIIM Self Study is currently being reviewed for submission in October 2013.

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

The campus is currently recruiting the first class of students. The disclosure for the HIT program states "HIT does not currently have the program accreditation that is required for the graduate to take the RHIT exam". The disclosure further states "students will not be allowed to begin classes if the HIT program has not achieved candicacy for this accreditation".

5.15 How are appropriate course sequencing and prerequisites determined?

Sequencing and prerequisites are determined with input from consultants with both industry and academic experience and through research of colleges with similar academic programs.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Curricula follow a logical progression from fundamentals to more sophisticated applications. For example, in the Graphic Design curriculum, the first course is a basic drawing course utilized to instruct students in the basic premises of graphic design such as format, image, and type. After this introductory course, students proceed to one of two courses. They can enroll in Digital Illustration, which uses a software package named Adobe Illustrator to administration the principles students learned in the introductory course into a computerized layout. The second option is for students to take Digital Imaging, which uses a software package named Adobe Photoshop to modify pre-selected computerized images into a production quality work on the computer. After both Illustrator and Photoshop courses have been taken, students are able to proceed to a layout class, which uses software named Quark to administer both Adobe Illustrator and Adobe Photoshop to combine both imagery and typography in production of effective layouts. The prerequisites support and reflect the progressive nature of the coursework.

5.16 How is the need for curriculum changes determined?

Westwood Colleges meet the current needs of industry and business, programs are reviewed on a continual basis by the college and by the central administration academic affairs. For new programs, review is provided to program manager, campus presidents, and academic deans. The Central Administration Academic Affairs department, via the program chair meetings, reviews each of the existing programs annually.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

Recommendations from advisory committees, employers, staff, and students can start the process for a curriculum change. If it is a major change, such as the elimination of an existing program or the implementation of a new program, the Academic Affairs department, with the help of the business development department, conducts a thorough review of the curriculum before action is taken.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

Research is conducted by each region to help ensure the program meets the needs of the campuses.



5.17 What curriculum changes have been made during the last three years?

In March 2012, all Westwood Colleges converted to the Career Advantage Program (CAP). Denver North began the conversion to the CAP curriculum in March 2012 term beginning with the offering ENGL098 and MATH098 college foundational courses.

The previous version, enhanced curriculum, program courses are continuing to be provided to enrolled students so as to have students complete their selected degrees. Continued enrollment in the enhanced versions was stopped in March 2012 following the introduction on the CAP programs.

The CAP model allows for courses to closely resemble the standard semester credit model and allow for the possibility of easier transferability to institutions external to Westwood College. All programs that are offered were reviewed by the system curriculum committees and modified to be more efficient in delivery. The review lead to standardized General Education course offerings for each program (previously each program had individual requirements), allowing for more efficient course design. In many cases, previously separate courses were combined allowing for one core course requirement, thus reducing the number of courses and standardizing graduation requirements. This allows for students to graduate up to one term early. All associates degrees are now standardized at 90 credit hours and all bachelor degrees are standardized at 180 credit hours. With the modifications, programs and courses are now simpler to maintain.

Westwood Colleges, Denver Region, have begun to transition its program focus towards the Associate degrees. With the economic needs of the community, the campuses are looking to develop an educational path for active students to receive career-focused education and assist students in employment placement prior to or upon graduation.

The short term educational path has produced greater success for student completion and utilization of career-focused skills at the entry-level within the community. The Program Advisory Committees inputs have enabled the layout of the current 12 Associate degree programs. The transition to Associate degrees has supported the A + B model within the Admissions of students. The greater success in short term educational goals enable students to progress thru the Associate degree first and then transition into the Bachelor degree if the student chooses.

The campus has rolled out the new Information Technology, AOS, program in August 2013. The Health Information Technology program has been approved and is beginning to enroll students in October 2013.

The campus has stopped enrolling students in the Game Arts, Medical Assistant, diploma, Interior Design, and Surveying programs. The transition is to be completed by end of year 2013.

5.17.1 What changes are contemplated for the next three years?

The campus has approval for a Dental Assisting program. The campus has also received approval from the Council to offer a new version of the Automotive Technology program.

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

Curriculum committees made up of system members in each technical or general education specialty assigns allocation of contact time with input from a faculty advisory team and from industry advisors. Such allocation assures sufficient practical application and theoretical examination of the academic content. Academic departments evaluate the employment expectations in each of the disciplines by means of subject matter experts regarding the time needed to acquire the knowledge and skills of the respective field.



Course objectives are planned to ensure that the stated contact/credit hours are fulfilled through its lecture and laboratory activities. Each technical course has a key graded assignment that tests outcomes of the overall course objectives. Student success depends on fulfillment of the learning activities that are directly linked to the stated course objectives.

5.18.1 How does the campus monitor the number of contact hours completed for each course?

Attendance is tracked daily and summarized in CampusVue so that we have a total count at any point in the term for any student.

5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

A Central Administration program review process involving the Curriculum team analyzed the curriculum, contact hours, and homework assignments. The detailed project provided a compliant product which supported the definition of a credit hour and the required outside class work.

5.19.1 Where are the procedures published?

The procedure is published on the internal website. The definition of a quarter credit unit is found on page 62 of the 2013 Volume 4, Number 2 Campus Catalog.

5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

Courses are scheduled to allow students who are making satisfactory academic progress to proceed through their programs in an uninterrupted manner. Qualified faculty and available resources are maintained to provide uninterrupted education services to students who remain enrolled.

Students wanting to attend classes at times different from those they elected when they began their programs can often be accommodated, providing the classes they need are available.

Course prerequisites are maintained in the scheduling of classes.

5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

WESTWOOD COLLEGE PROFICIENCY EXAMS

Westwood provides its students the opportunity to be exempt from certain required courses by demonstrating proficiency via an exam in the subject area. A schedule for these exams will be posted each term. There is a \$20 administrative charge for each proficiency exam taken. This charge must be paid through the business office prior to sitting for the exam. Students must bring their receipt from the business office to the exam. Please note that the terms in which proficiency exam credits are applied may affect enrollment status and financial aid eligibility for that term. Please see the campus academic dean for questions regarding these exams. Students should also see a student finance officer to find out how these credits could affect financial aid eligibility.

ADVANCED PLACEMENT, PROFICIENCY

AND CERTIFICATION EXAMS

Students who complete advanced placement, CLEP, DSST or nationally recognized



certification exams (e.g., Microsoft Certified Systems Engineer [MCSE]) at a prescribed level of performance may be granted PR credit for the appropriate course(s). CLEP/DSST does not apply to graduate-level programs. A complete listing of acceptable levels of performance and recognized national certification examinations is available through the campus academic dean. Students should also see a student finance staff member to find out how these credits could affect financial aid eligibility.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.

5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

Students at Westwood College attend class in a clean, well-lit, comfortable and environmentally safe atmosphere. Classrooms and laboratories have adequate space and up-to-date equipment. The laboratory settings, along with the furnishings and equipment used, help prepare students for a smooth transition from school to work. The facility is closely monitored to ensure that necessary maintenance and repair is accomplished in a timely manner.

FACILITY

The facility includes theory classrooms and laboratories, a library, a student lounge, a testing center, an academic support center, graphic design space, resource rooms, and administrative offices. Ample parking is available for students, staff, and visitors. Special facilities available for disabled persons include specially equipped restrooms. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

EQUIPMENT

At the present time, all of Westwood College laboratory equipment is adequate for our use. Technology and design labs contain HP and DELL computers. All DELL computers will be transitioned out by end of 2013. All computers and other equipment assets are owned by Westwood Colleges. All student computer workstations, including those in the Learning Commons (library), are connected to a local area network for student use and the wide area network to provide access to the Internet. All administrative computers are connected to their own local area network, as well as the wide area network. This gives all administrative users, the classrooms, and the Learning Commons access to the Internet.

5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

Each educational program has an industry Program Advisory Committee; suggestions and recommendations from the committee are evaluated as we consider curriculum changes. The committees provide information on recent changes in industry and make recommendations to allow our curricula to keep current with industry.

Faculty and other staff members are active with various professional/industry organizations. Their interaction with these organizations and their members provides a networking system and to keep current with industry trends.

Each curriculum area has a central administration program manager from the Academic Affairs department, which is responsible for curricular changes in that area. The responsibilities of these Central Administration representatives include analyzing technical advancements within their fields of expertise; evaluating the relevance of such advancements; and aiding proposed curricular changes.



The Central Administration program managers maintain contact with representatives from various textbook publishers, equipment and software manufacturers and distributors. These contacts provide a constant source of information on advances in each curriculum area.

- 5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

At the beginning of each term, students purchase required textbooks for their scheduled classes. The Learning Commons is open Monday through Friday from 7:30 am to 9:00 pm and Saturday from 8:00 am to 2:00 pm. All students have access to computer labs whenever they are not in use. The college is open Monday through Friday 8:00 am until 11:00 pm, and Saturday from 8:00 am to 2:00 pm.

- 5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

Westwood College has established national vendor accounts (i.e., Microsoft and AutoDesk). These relationships are either central administration agreements or educational agreements that, in most cases, preclude the individual campuses from maintaining copies of individual licenses.

Licenses retained at the college are those related to individual administrative PCs and software acquired by the individual campus for a specific application. At the campus level, the local IT support technician is required to update the central administration office each term as to the number of computers at the campus and the software packages on each computer to ensure that we are in compliance with federal software licensing laws.

- 5.26 Who is responsible for faculty orientation?

Faculty orientation is monitored by Campus Academic Dean and delivered by the Program Chairs. The Executive Assistant and Campus Academic Dean maintain a spreadsheet documenting needs and completion of newly hired faculty.

- 5.26.1 Describe the orientation of the faculty to the campus.

New faculty are given a six-hour training, Practical Tools for Transformative Teaching. This orientation includes topics such as classroom strategies, learning activities and student managements as well as introduction to policies, procedures on grading and methods to post attendance. Additional training in the use of the campus database system as it pertains to faculty is accomplished by the campus FLEX Learning Champion (FT instructor).

- 5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

Faculty are selected using the criteria discussed below. Qualifications are documented through background checks and review of official transcripts.

- A. The minimum academic degree for most faculty is a master's degree.
- B. Faculty hired as general education faculty must have a minimum of a master's degree. In addition, all general education faculty must have a minimum of 18 semester hours of academic preparation in their stated subject area.
- C. Professional certifications may be required for specific course curriculums (i.e. Cisco certification for the select networking classes). Three years of field or applicable teaching experience is highly preferred. Licenses as required by state or accrediting commissions. Good presentation and communication skills are also essential.

- 5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.



AOS programs - In some cases, current faculty will be allowed to teach in the AOS program as they are credentialed today. But in order to have the best possible faculty teaching our courses moving forward, we will be asking for certain certifications for certain courses. For some courses in the program, there will be a yearlong grace period to give our current faculty a reasonable timeframe to achieve those certifications. The timeframe will be from now until the AUG 2014 term. Below you will see a spreadsheet that contains which certifications will allow instructors to teach which courses.

Professional Experience – All Westwood faculty must have a minimum of two years of current demonstrable professional experience related to the discipline they are to teach (non-teaching) and/or current documented professional development related to the discipline they are to teach (applicable to all faculty except General Education).

“However, exceptions to the bachelor’s degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor’s degree in the assigned teaching field” (ACICS Accreditation Criteria-3-5-3-2).

5.27.2 How are the qualifications documented?

The Denver North campus documents the qualifications of faculty on employee verification forms and uploads them to ImageNow.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

The Executive Assistant sends a transcript request to each institution that the faculty member has attended.

Official transcripts must be on file to allow faculty members to continue teaching. Once required documentation is received, the packet is uploaded into the ImageNow system. The systems credential specialist reviews, qualifies, and approves all faculty requests.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

When transcripts do not arrive in a timely fashion, follow-up requests and telephone calls are made in an effort to expedite the procedure.

5.29 In what ways does the campus evaluate instruction?

Either the Campus Academic Dean or the Program Chairs evaluate each instructor throughout the year. These evaluations, announced or unannounced, take place in either the classroom or the laboratory. Immediately following the evaluation, the results are discussed with the instructor and he/she has an opportunity to provide comments in addition to those of the evaluator.

Additionally, students are surveyed each term via the Faculty Course Evaluations and queried regarding a number of different areas. This survey also allows for student comments. Instructors are made aware of



the results of student surveys. Copies of evaluation and survey instruments are available for review at the college.

Deficiencies in instructor performance are usually made evident through either the evaluation or survey process. All student complaints, both formal and informal, are taken seriously and investigated according to policy. Where deficiencies are found to exist, the Program Director meets with the instructor to determine a course of action to eliminate the concerns and develop a timetable for improvement. One or more follow-up evaluations will be performed to ensure that all deficiencies have been corrected.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

Better instruction is promoted through recommendations and plans of action developed through the assessment mechanisms noted above. Ongoing improvement is also facilitated through professional development activities. These include faculty in-service sessions and special topics addressed at faculty meetings. Faculty members are also encouraged to participate in seminars sponsored by various organizations including software vendors, publishers, and educational organizations.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

Faculty development plans are on file for every instructor including all part-time and adjunct faculty members. All development plans are established by classroom observations and discussions with each instructor. Each instructor is responsible for implementing the professional development items in the plan. The Program Chair assists each instructor with the in-service items in the plan.

5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

The Campus Academic Dean and Program Chairs monitor all development plan activities. Completion of the development plans is a portion of the annual evaluation for all instructors. A summary sheet details all activities that have been completed. Copies of all completion certificates and attendance records for all seminars and workshops are kept in the instructor's file.

5.30.2 How is the plan implemented?

At the beginning of the calendar year, the program chairs develop the plans with the faculty.

5.30.3 How often is the plan reviewed?

The program chairs monitor the plans quarterly.

5.31 Describe how the campus ensures that all faculty complete development plans.

The executive assistant and dean manage a spreadsheet which lists all documentation needs for active and non-active faculty. It is reviewed regularly and deficiencies are addressed each quarter.

5.31.1 How are the activities documented by the campus?

The Professional Development Plan is maintained in the faculty file. The documentation is maintained on the PDP and evidence is filed upon completion.

5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

Faculty members and education department staff attend a variety of in-service training activities each year. In-service training often includes seminars on teaching techniques, demonstrations of educational software, process improvement, goals establishment, policies, and procedures. Guest speakers are sometimes scheduled for training outside the capabilities of faculty and staff. Instructors are encouraged to share information and experience during these training sessions. In-service activities occur on a



quarterly basis. Since most of the instructors are part-time or adjunct, many of these activities occur on a one-on-one basis and are tailored to each individual instructor.

5.32.1 List the schedule for the next 12 months.

October 2013	Transition to Platform usage
January 2014	Efficiencies of Grading
March 2014	Activites to retain students
June 2014	Learner-Centered Assessments
September 2014	Developing critical thinking questions

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

The initiatives below discuss the various ways the administration manages professional development for all faculty members:

Tuition Reimbursement

Westwood College encourages all eligible staff to take advantage of the Tuition Reimbursement Program. Full-time faculty members may continue their formal education, which, in turn, enhances their professionalism in the classroom and overall value to the college.

Professional Organizations

Instructors are encouraged to keep current within their profession through participation in professional organizations.

Workshops/Seminars

All faculty members are encouraged to participate in seminars and workshops relative to their area/s of expertise.

College-Supported Individual Professional Development Grants

All full-time and adjunct faculty of Westwood College are eligible to apply to the Professional Development Fund for financial support up to \$2000 per calendar year. Faculty must be active and in good standing with the institution, as determined by their Campus Academic Dean.

The purpose of the Professional Development Fund is to stimulate faculty learning activities in support of the College mission. Professional development activities not only provide professional enrichment for the individual faculty but also benefit the students, the College, and the community. Professional development activities must support faculty in building their professional knowledge and credentials in their discipline area, or in building skills in teaching adult learners.

5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty department meetings are held each term, and meeting minutes are kept. Topics include policy and procedure clarifications and updates, campus initiatives, curriculum updates, student challenges, and content-related issues.

All-faculty meetings are held twice a year on Saturdays. All full-time and adjunct faculty attend, and topics include campus updates, new college implementations or initiatives, and professional development.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.



Faculty and curriculum improvement is an ongoing process. All faculty are encouraged to take advantage of the tuition reimbursement program. Faculty members are sponsored to attend professional seminars when they are available in the area.

After an instructor has reviewed his/her in-class evaluation, areas that can be improved are pointed out and guidance given. While not part of a plan, conversations beginning with: "Have you ever tried..." or "What could I have done..." abound, as instructors try to help each other or seek advice from supervisors and managers.

For curriculum review and improvement, input is received from the central administration academic affairs program managers, Program Advisory Committees, employers and graduates. There is also a monthly Program Director conference call so all Program Chairs can share ideas for improving curriculum and teaching methodologies for particular courses. Textbooks and equipment are regularly updated to support changes in industry and the needs of employers and students.

Issues that can be resolved by the Central Administration curriculum managers in Academic Affairs are done so in a timely manner. Concerns that require a major curriculum change are most often considered at the Program Directors monthly conference calls. Proposed changes are then presented to the curriculum managers and the Chief Academic Officer. Academic Affairs will take on the responsibility of incorporating all the feedback and making the changes as necessary, after any modifications are sent to the accrediting bodies for approval.

- 5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

The maximum teaching load for a full-time instructor is 24 credit hours per term. Full-time faculty generally teach 16-24 credit hours; however, some have taught more on occasion due to extenuating circumstances. Faculty is not assigned to teach in more than three fields of instruction and ordinarily no more than two fields. Generally the same instructor teaches both lecture and lab in the same subject area.

Adjunct faculty members teach one to five classes per week. Prep time is accounted for in the overall compensation for teaching the course. Their employment is structured so that preparation takes place off campus.

- 5.37 What is the student-teacher ratio, for each program area, at the campus?

The overall student-teacher ratio is approximately 15 students to 1 faculty member across all programs.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS

- 5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

Numerous resources are utilized to determine the courses chosen for the general education component of the curricula. Course areas include:

- Mathematics and physical sciences, such as earth science, are the skills needed to design, measure, and describe technological disciplines such as Information Technology and Criminal Justice.
- Social science, such as psychology, is a necessary study for our graduates to successfully become a team member with other individuals from diverse backgrounds, and familial origin. In addition, it supports the student in understanding basic human behaviors and mental processes of learning.
- Both Oral and written communication is necessary in today's market place. All individuals are actively involved with these disciplines, whether sharing information with a colleague, a customer, or a family member.

- 5.38.1 Cite examples:



General education courses are developed to ensure a broad based immersion into each area as the student advances through their program of study. Westwood College strives to provide to students an understanding that these soft skills are necessary to compete in the labor market.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.39 Describe how part-time faculty are utilized by the campus.

Part-time (adjunct) faculty are critically important to the success of Westwood College – Denver North.

5.39.1 What percentage of the faculty is part-time?

Approximately 37 adjunct faculty complement the 10 full-time faculty; adjuncts, then, comprise about 78% of the total faculty.

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

Adjuncts, like full-time faculty, are observed in their classrooms and each of their classes, each term, completes Faculty Course Evaluations.

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

All faculty teaching general education courses possess master's degrees; when teaching outside the discipline of the degree, faculty must possess at least 18 semester or 27 quarter credit hours in the subject area. For those programs where a master's degree is a commonly accepted credential, all faculty possess a master's. In a few programs, such as Game Art and Automotive Technology, all faculty meet the requirements of the specific degree.

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

The campus 3-4 times a year holds an informational education session on campus inviting interested candidates to come to the campus, learn about the programs, and demonstrate their academic abilities with a short presentation. The campus provides continuous training and faculty team building meetings to support the retaining of good faculty. Twice a year, observation are done to support faculty development and classroom management skills.

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

Official transcripts for each faculty member are on file at the college and available for review. Areas of specific qualification are usually specified on Data Sheets for Faculty and Staff Members. Related experience is similarly specified on these documents.

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

Not applicable.

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

The educational department utilizes schedule program wheels which supports the monitoring and scheduling of sequenced courses. The regular advising of students each term, through the Continuing Student Registration



process, aids in a continuous monitoring of needed courses, rescheduling of failed courses, and future scheduling of future scheduled courses in CampusVue.

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

Not applicable.

5.43.1 How often does the committee meet?

Not applicable.

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

Not applicable.

DOCTORAL DEGREE INSTITUTIONS

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

Not applicable.

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

Not applicable.

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).

Not applicable.



6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

- 6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

The Westwood College, Denver North facility includes theory lecture classrooms and laboratories, library, student lounge, testing center, academic support center, graphic design room, IT rooms, design studio and administrative offices. Ample parking is available for students, staff and visitors. Special facilities are available for disabled persons including specially equipped restrooms and parking spaces. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

- 6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

Classrooms and laboratories are well lit and maintained. The facilities are organized to promote a positive learning environment. The labs are equipped with sufficient equipment to allow students ample hands-on learning.

- 6.2 Does the campus utilize a campus addition or additional space?

Yes No

- 6.2.1 If yes, describe these locations.

- 6.3 Describe any plans to improve the physical plant and equipment.

The administration of the campus reviews physical plant and equipment needs on a fiscal year basis and develops a capital expenditures budget to allow for improvements. The campus replaces equipment in the computer labs at approximately three-to-five year intervals.



7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog is an informative document that is designed to provide prospective students and their parents with pertinent information about the school policies and programs.

Each program of study is presented by providing objectives, career opportunities, course outlines, and course descriptions. Special attention is taken to ensure that the reader can understand the nature and scope of each academic program. The administrative section is located towards the middle of the catalog. This section covers admission criteria, grading, attendance requirements, transfer of credit, grievance procedures, and other basic policies and procedures.

7.1.1 How often is the catalog published?

The catalog is published three times a year. The addendum is published as needed.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

Catalogs are available through the college website. During the admissions interview, the online catalog is accessed with the prospective student. The admissions representative reviews with the prospective student the sections that cover courses, credits, and program outcomes. Every student is referred to www.westwood.edu for a copy of the catalog. If a student requests a hard copy of the catalog, it is provided by the admissions representative. Information on accessing the catalog is provided to each and every prospective student.

In addition to the initial Admissions interview, college policies and procedures are explained during the student orientation. Staff and faculty members are always willing to answer questions and help students understand their responsibilities.

7.2.1 What other publications are provided to enrolled students?

The following additional publications may be provided to enrolled students:

Program, Employment and Financial Aid Disclosure

Enrollment Agreement

Catalog Addendum

High School Transcript Request

Individual Program Disclosure for Medical Assisting, Criminal Justice, Construction Management, Information Technology, and Interior Design

Program Sheets

Arbitration Agreement

Return on Investment Sheet

Catalog Curriculum Sheet



Pricing Sheet

Westwood Employment Pledge

Open House Flyers

7.3 Describe the advertising and promotional literature.

To generate interest amongst potential students, Westwood College Inc., engages in a broad range of activities to inform potential students and their parents about Westwood College and the programs offered. Each college's advertising is generally comprised of broadcast, direct mail, telemarketing, and company website activities. All the various media messages contain a consistent message: they all suggest that Westwood College should be considered for career-oriented education. Broadcast and television may use either a slice-of-life dramatization or a didactic approach. The direct mail is a letter that explains the practical nature of the programs.

Westwood Colleges, Inc. sponsored television advertising is centrally coordinated and developed. Television advertising is a mixture of both the national market and the local markets of the individual campus locations. The television commercials include a toll-free telephone number as well as a local telephone number for direct responses and information about the location of Westwood College in the area. Direct responses to television advertising via the toll-free number are centrally tracked, and promptly forwarded to the appropriate Westwood College via a protocol system. Local numbers dial directly to the campus. responses to direct mail campaigns are received at the campus and the leads are distributed amongst admissions representatives to contact.

Catalogs are available to all students who visit the colleg for an interview. They detail the mission and philosophy of the organization and give a detailed description of the programs and administration of the college. This includes admission procedures, academic policies, student calendar, and general campus information. The program description section fo the catalog is also available as a separate one-page leaflet. The Westwood College Website, www.westwood.edu, provides information on Westwood College campus locations, programs, and admissions. Prospective students can also schedule a campus visit or request a Westwood College brochure on the website.

7.4 Describe any plans for changes in publications.

Westwood College, Inc. will continue to review catalog content and format in order to comply with future changes in state and accrediting council requirements.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Course numbering descriptions are found on page 129 and 207 of the 2013 Volume 4, Number 2 Campus Catalog.

7.5.1 How does the catalog explain the course numbering system?

Courses at the 100/200 level are typically lower division courses, as part of diploma or associate degree programs, and 300/400 level courses are considered to be upper division courses. For some associate degree programs, 300 level courses may occasionally be offered as needed to meet program outcomes.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

The General Education Philosophy of the college is found on page 9 of the 2013 Volume 4, Number 2 Campus Catalog. General education courses are denoted in the Programs of Study section of the catalog located on pages 20 through 55 of the 2013 Volume 4, Number 2 Campus Catalog.

7.7 Describe the published performance information concerning student achievement.



Term awards include the President's List, Dean's List, Summa Cum Laude, Magna Cum Laude and Magna Laude. The campus also publishes President's and Dean's lists on a term by term basis and displays them in one of the hallways on the campus.

7.7.1 Where is the campus performance achievement information published?

The Academic Awards are found on page 63 of the 2013 Volume 4, Number 2 Campus Catalog.



8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

Instructional resources are determined by the Curriculum Committee, Faculty Members and Program Chairs. All resources target specific programs offered at the campus and reflect the professional requirements within each area of study. Reference works are selected by the librarian based on the curriculum and feedback from faculty, program chairs, other institutional librarians and students.

The Westwood College Denver North Learning Commons provides books, periodicals, and electronic databases that serve the educational curricula and corresponding assignments. The physical library collection is accessible 40 hours per week. The electronic databases and library catalog are accessible 24/7/365 through the MyPATH Library Services portal. There are 16 computers in the Learning Commons through which these resources are available, configured with Microsoft Office 2013 software.

We also practice an open classroom policy, which means that all computer labs on campus are open to students when not being used for classes. The PC labs contain IBM computers configured with internet connections and combinations of the software applications listed above, depending on the type of computer.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

The Denver North Learning Commons offers a wide range of materials including print and online resources. In the event that a desired resource is not available in our collection, we participate in interlibrary loan (ILL) with the Colorado Library Consortium (CLIC). Patrons are expected to abide by the loan policies and procedures set forth by each lending library, as well as with all applicable copyright laws and fair use policies.

A copy of each ILL patron's signed consent form is kept on file until their item is returned to the Learning Commons staff for transfer back to the lending institution.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

The total Physical Resources on campus includes 4,289 titles.

The total Online Collections includes nine electronic research databases. These include:

Britanica Online

eBooks on EBSCOhost

Films on Demnad

LexisNexis Academic

Lynda.com\

Points of View Reference Center



ProQuest

Statistical Ready Reference

STAT!Ref.

Westlaw and WestlawNext

All students access the database resources through the MyPATH Library Services portal. These databases can be accessed wherever a PC is available 24/7/365.

- 8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

Collection development guidelines state that the campus will focus on purchasing materials published/authored within the last ten years for our business and general education programs. It also states that we will focus on purchasing materials published/authored within the last five years for our graphic design, information technology, and medical assisting programs. Exceptions may be made based on title availability, source authority, value of the work in the field, instructor request, or resource format availability. The librarian also reviews the student population, the types of degrees offered; for example BA and AAS for Criminal Justice, Design and Business; Certificate for Medical Assisting. The librarian consults professional review journals and takes reading level and interests of the students and faculty into consideration when developing the collection.

- 8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

The Denver North Campus library holdings are organized using the Library of Congress (LC) classification system. The Surpass Copycat cataloging module within the Surpass Central automation system is used to catalog library titles. Current periodicals are in the Learning Commons main room, and back issues are held in shelving located next to the current issues.

- 8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The librarian is responsible for maintaining an up-to-date inventory of library materials.

- 8.6 What is the budget for instructional resources (excluding personnel allocations)?

The campus has \$37,280 for securing instructional resources throughout the upcoming fiscal year.

- 8.6.1 How is the budget determined?

The annual campus budget is determined by Daniel Snyder, Campus President with input from the Central administrative offices. The Campus President provides the Librarian and Campus Academic Dean with a working budget to track purchases throughout the year.

- 8.7 Describe the assessment strategy for library resources and information services.

The Denver North Campus Library offers a collection of materials that reflect both the academic needs and personal interests of our school community. The collection consists primarily of non-fiction materials, though some fiction may be included when it supports class assignments or provides opportunities for language and/or reading skill enhancement. The collection include print and electronic resources in a variety of formats including books, periodicals, reference materials, DVDs/videos, computer discs, and website links. Because we are an academic institution, we provide a variety of viewpoints on the subjects collected and remain content-neutral in an effort to promote critical inquiry.

The campus also seeks to offer resources that enhance the development of the professional skills required for the workplace. For this purpose, materials that are industry-specific in nature, support professional licensure/certifications, or provide deeper knowledge of specialized subjects are added to the collection.

Due to the nature of our graphic design and information technology programs, it is critical to provide materials to support the most current software and hardware applications in these fields, as well as to provide a high-



quality virtual library collection accessible via the World Wide Web to provide access to our large number of online students.

The librarian regularly solicits the faculty for ideas on purchasing materials for their programs. Ms. Klauss, the Librarian, consults professional review sources and/or association websites when purchasing new materials to be sure they are appropriate for students and for faculty research needs.

- 8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Training for the students takes place in classroom instruction and one-on-one sessions provided by the Librarian. The librarian trains faculty as part of monthly library resource meetings that occur on the first Friday of each month.

- 8.9 Describe the facility where library and instructional resources are held.

The Denver North campus Learning Commons is located on the 1st floor, room 200 of the Westwood College, 7350 N. Broadway, Denver, CO, 80221. The facility consists of the library, computer stations, and adjacent study room.

- 8.10 Describe any plans for improving instructional resources.

Plans to improve our library over the next 12-36 months include the following:

- 1) Weeding outdated resources from the collection.
- 2) Replacing dated materials with updated/new resources; expand the holdings for Information Technology, Paralegal, and Medical Assisting Collections.
- 3) Develop the scholarship section in partnership with the Career Services and Financial Aid offices to support student financial needs; include face-out displays to advertise resources to students.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

- 8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

Ms. Julie Klauss is responsible for assisting the students, faculty and staff in using the library resources and in information literacy. She earned her Master of Library & Information Science degree from the American Library Association (ALA) Accredited University of Illinois at Urbana-Champaign in August 2005. Prior to joining Westwood College in November 2009, she spent four years in various library positions in law, special, and academic libraries.

- 8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

The campus hires a work study to supervise the library when she is not on campus. The work study supervises the library for 20 hours a week. The librarian utilizes a training plan that outlines all of the procedures to effectively run the learning commons when she is not present. When either the librarian or assistant is not on campus, Program Chairs have also been trained to supervise the learning commons and do so on an as needed basis.

- 8.12 Explain how the instructional resources serve the needs of the educational programs.

The Westwood College Denver North Learning Commons provides books, periodicals, and electronic databases that serve the educational curricula and corresponding assignments. The physical library collection is accessible 40 hours per week. The electronic databases and library catalog are accessible 24/7/365 through the MyPATH Library Services portal. There are 17 computers in the Learning Commons through which these resources are available, configured with Microsoft Office 2013



software. The campus also practices an open classroom policy, which means that all computer labs on campus are open to students when not being used for classes. The PC labs contain computers configured with internet connections and combinations of the software applications listed above, depending on the type of computer.

The instructional resources that are acquired serve the needs of the educational programs of the campus by providing supplemental materials to the curriculum for both faculty and students. The resources include materials that are commensurate with the level of education provided and are appropriate to the courses of study to meet the educational objectives for each program. The campus uses the faculty and program chair recommendations, as well as considers serious student suggestions.

8.12.1 How does the campus determine which reference works are acquired?

The Librarian regularly solicits the faculty for ideas on purchasing reference materials for their programs. In addition, she consults ALAs "Best Of" lists for ideas on new materials that support program curricula. She also consults the New York Times Bestseller's list, Baker & Taylor's Suggested Titles list, and reviews from Library Journal, Choice, and Foreword.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

Less than one percent of the total tuition revenue is spent for library acquisitions.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

Decreased

8.14.1 Explain.

The budget allocations for library acquisitions decreased slightly to reflect the changes in the campus student population.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

Reference materials are shelved in the learning commons following the Library of Congress classification system. Current periodicals are shelved alphabetically in the learning commons main room and back issues are held in shelving located in the back room of the learning commons.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

The library provides a variety of print and electronic resources, computers, and other technology resources that correlate to the needs of each area of study at the campus. The librarian collaborates with faculty on the strategies and skills taught in the classroom and provides access to curricular based resources that improve teaching and learning. The systems support manager ensures that technology is available in the labs and learning commons to support each program's educational effectiveness.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

As of October 2013, the total number of physical volumes in the Denver North Campus library is 4,289.

8.17.2 Total number of online collections available

As of October 2013, the total number of online collections including subscription databases, selected websites, and Films on Demand playlists is 223.

8.17.3 Number of titles and/or online collections related to each program offering



As of October 2013 the total number of titles and online collections are as follows:

School of Business: 850 titles and 43 related websites and online collections

Schools of Justice/Legal: 392 titles and 62 online collections

School of Technology: 516 titles and 21 online collections

School of Design: 598 titles and 22 online collections

School of Health: 419 titles and 38 online collections.

School of Service (Auto): 151 titles and 1 online collection

8.17.4 Number of titles and/or online collections related to general education courses taught

As of October 2013, there are 1,363 titles and 36 online and related collections for General Education.

8.17.5 Number of program-related periodicals to which the institution currently subscribes

48

8.17.6 Number of other periodicals available

4

8.18 Describe the library's procedures regarding student borrowing and return of materials.

Students with a valid ID are allowed to check out books for two weeks; if they need the book longer, they may renew the book for an additional two weeks. Students may check out periodicals or DVD's for one week. Most items carry a 2-5 day grace period and may be renewed up to two times. The library charges for a lost or damaged book. Late fees are waived once the book is restored or returned.

8.19 Describe how online resources, if any, are made available to students.

Westwood College maintains a system-wide website (MyPATH.westwood.edu) that allows faculty and students 24/7/365 online access to the library resources. In addition to access to the online catalog, the site serves as a portal to online databases that provide indexing and full-text access to thousands of periodicals, newspapers, newsletters, transcripts, legal proceedings, and statistical tables.

8.20 Describe how the campus monitors student usage of the library and instructional resources?

The usage of the library is monitored through sign in sheets and gate counts gate counts. The librarian receives a monthly statistical usage report of the research databases. The librarian also tracks materials and resources that are checked out through a report generated by the Surpass Library catalog system.

8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

The library provides faculty with a Materials Request Form at the beginning of each journal subscription renewal period to encourage them to make suggestions for materials in the Library. Completed forms are used to make the purchasing decisions. The librarian utilizes various reviews, including those published by the ALA to make selections for the learning commons. Feedback from other academic librarians, program chairs and students is also considered in making decisions regarding materials or items purchased.

b. appropriate national professional organizations and societies, and



Ms. Klauss, the Librarian, consults professional review sources and/or association websites when purchasing new materials to be sure they are appropriate for student and faculty research needs. She consults campus program chairs, who are members of professional organizations and experts in their fields, for input on materials produced by their professional organization.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

The librarian consults ALAs "Best Of" lists for ideas on new materials that support program curricula. She also consults the New York Times Bestseller's list, Baker & Taylor's Suggested Titles lists, and reviews from Library Journal, Choice, and Foreword.

8.22 Describe any plans for improving the library.

The plans for improving the library are currently focused on electronic collections development, weeding the physical collection and providing a stable link (with the help from Central Administration and Westwood Online) to the electronic databases. The librarian is also trying to develop more faculty training on resources and continuing to try to reach every student to ensure that they are familiar with the various tools that the school provides for research and how to best utilize these tools during their academic progress. Workshops, in class demonstrations, printed guides and a range of other tools are being used to bring about library instruction to the students and faculty at the Denver North campus.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.23 How does the professionally trained individual maintain his/her professional awareness?

The librarian maintains professional awareness by holding memberships with the American Library Association (ALA), the Association for College and Research Libraries (ACRL), the Colorado Association of Libraries (CAL). She also attends various external and institutional conferences and workshops, as well as continues professional development by taking classes to remain abreast of the rapidly changing environment of information resources and libraries role in students' academic pursuits.

8.24 How many hours a week does the professionally trained individual personally supervise the library?

Ms. Klauss supervises the library 40 hours a week.

8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

All Denver North students and faculty have access to online databases through their WConnect student portal and MyPath. Through MyPATH students have access to the electronic resources listed below via the Library Services Page.

Electronic databases

- 1) Britannica Online: Provides access to over 75,000 comprehensive articles, pictures, and illustrations contained in Encyclopedia Britannica as well as the spellings, definitions, and synonyms of the words found in Merriam-Webster's Collegiate Dictionary and Thesaurus.
- 2) eBooks on EBSCOhost: Provides access to over 118,000 non-fiction and fiction books that support our college programs.
- 3) Films on Demand: Provides access to over 5,000 web-based, streaming video clips in the fields of biology, psychology, health and medicine. Special collections include Frontline, National Geographic, NOVA, and PBS, among many others.
- 4) LexisNexis Academic: Provides full-text access to over 33,500 online sources including newspapers, industry newsletters, legal publications, business directories, and court proceedings, among many others.



- 5) Lynda.com: Provides access to over 2,140 video courses in topics like 3D animation, business software, CAD, computer skills, motion graphics, photography, and web design.
- 6) Points of View: Provides over 1,300 pro/con essays on controversial issues ranging from abstinence education to zero tolerance policies and everything in between.
- 7) ProQuest: Provides access to over 15,659 full-text journals in the fields of art, business, health & medicine, history, literature, science & technology, and social sciences. Also includes access to ProQuest Newsstand, which provides access to over 1,400 full-text newspapers throughout the world.
- 8) Statistical Ready Reference: Provides access to over 30,000 statistical reports (including charts and/or graphs) from a variety of government, educational, and private institutions. Other Electronic Resource Links.
- 9) STAT!Ref: STAT!: Provides full-text access to over 450 resources including Stedman's Medical Dictionary, MedCalc3000, AAFP Conditions A to Z, and the ICD-9-CM (International Classification of Diseases, Clinical Modification, 9th edition).
- 10) Westlaw and WestlawNext: Provides access to case laws, state and federal statutes, administrative codes, law journals and reviews, treatises, legal forms and other information resources. Westlaw and WestlawNext are provided specifically to students enrolled in our Paralegal program.
- 11) ALLDATA Repair: Providing industry standards for manufacturers' diagnostic, maintenance and repair information including factory-correct information and the recommended tools for the Auto Program.

Other Electronic Resource Links:

- 1) Careerbuilder.com: an online job search website that allows users to post resumes, sort and save keyword searches, and apply for jobs with employers throughout the United States.
 - 2) Monster.com: an online job search website that allows users to post resumes, sort and save keyword searches, and apply for jobs with employers throughout the United States.
 - 3) Khan Academy Online Video Collection: Free website that offers over 3,300 full-length video segments designed for K-12 audiences on topics like math, science, finance, economics, and humanities.
 - 4) Microsoft Journal for Developers: Subscription website for MSDN magazine with full-text articles and product reviews for software developers using Microsoft products.
 - 5) PC World: Subscription website that offers up-to-date product information, reviews, and how-to's for IT professionals.
 - 6) Grammar and Punctuation Guide (University of Wisconsin, Madison): free online guide to grammar and punctuation created and maintained by the Writing Center at the University of Wisconsin, Madison.
 - 7) APA Style and Citation Guide (Purdue University): free online guide to APA style and citations created and maintained by the OWL Lab at Purdue University.
 - 8) MLA Style and Citation Guide (Purdue University): free online guide to MLA style and citations created and maintained by the OWL Lab at Purdue University.
 - 9) The Internet Public Library: online index to thousands of free websites, vetted by volunteer librarians and information professionals that provide resources for scholarly research; hosted by Drexel University's College of Information and Technology.
 - 10) The United States Government website: free official US government website; offers an A-Z list of federal agencies, along with contact information, and a library of documents and articles ranging in topics from debt collection to information about our legal system.
- 8.26 What system is used to catalog library titles?



The Surpass Copycat cataloging module within the Surpass Central automation system is used to catalog library titles.

- 8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

The physical library space is open the following hours:

Monday - Friday: 7:30 a.m. – 9:00 p.m.

Saturday: 8:00 a.m. – 1:00 p.m.

The online library is available 24/7/365 via the MyPATH portal.

- 8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.

The Denver North Learning Commons offers a wide range of materials including print and online resources. In the event that a desired resource is not available in our collection, we participate in interlibrary loan (ILL) with the Colorado Library Consortium (CLiC). Patrons are expected to abide by the loan policies and procedures set forth by each lending library, as well as with all applicable copyright laws and fair use policies.

A copy of each ILL patron's signed consent form is kept on file until their item is returned to the Learning Commons staff for transfer back to the lending institution.

- 8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

The Denver North campus provides various books on study, reading, and information technology as resources for students and faculty to utilize. The Learning Commons promotes tutoring assistance from faculty in any subject offered at the school. The institution provides book collections, magazine collections, ebooks and reference databases from which students can pull information. The library posts a list of databases that can be accessed to do more research. There is program specific software available for faculty use in the library for Information Technology, Graphic Design and Construction Management. Work shops, study guides, tutorials are also available for students through the library or through their student portal.

FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

- 8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.

Not applicable

- 8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.

NOT APPLICABLE



SELF-STUDY QUESTIONS SUPPLEMENT

9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION

For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

INSTITUTIONAL READINESS

- 9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced. Westwood College, Denver North campus does not have distance education options.
- 9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.
- 9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).
- 9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.
- 9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.
- 9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery
- 9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?
- 9.4 Who oversees the distance education and/or self-paced course/program curriculum?
- 9.4.1 What are this individual's qualifications?
- 9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

ADMISSIONS REQUIREMENTS AND ENROLLMENT



- 9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)
- 9.6 How does the campus make it clear in writing at the time of enrollment:
- 9.6.1 How the student's identity will be verified throughout the course and program?
- 9.6.2 How the student's privacy will be protected in the identity verification process?
- 9.8 Describe the orientation program for distance education and/or self-paced students.

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

- 9.9 Describe how interaction between faculty and students takes place.
- 9.10 Describe how interaction among students takes place.
- 9.11 What is the student-teacher ratio for distance education courses?
- 9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

FACULTY AND INSTRUCTIONAL SUPPORT

- 9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.
- 9.13 Identify the educational resources and technology available to faculty on campus and on-line.
- 9.14 Identify the platform used to deliver instruction.

RESOURCES AND EQUIPMENT

- 9.15 What is the budget allocated to distance education delivery?
- 9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

STUDENTS AND STUDENT SERVICES



9.17 Describe the student services available to students taking coursework on-line.

STUDENT EVALUATION AND PROGRAM ASSESSMENT

9.19 How are students taking self-paced and/or distance education courses evaluated?

9.20 How is retention monitored?

9.21 Describe the placement services that are available.

9.22 Describe how student, faculty, and employer satisfaction are identified.

9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

PUBLICATIONS

9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

2. An explanation of how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

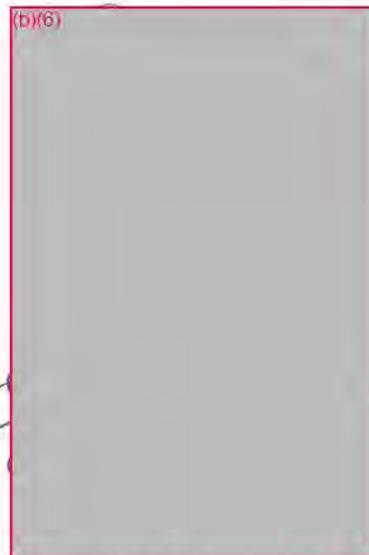
The self-study for Westwood College in Los Angeles was organized and supervised by the self-study steering committee:

Camus President	Daniel Snyder
Campus Academic Dean	Dr. Gregory Smith
Director of Admissions	Ron Dejong
Director of Career Services	Holly Hansen
Director of Student Finance	Armando Guardiola
Librarian	Julie Klauss
Executive Assistant	Audrey Abney

The following is a list by item of the required application materials, the person or persons who prepared each item, and their respective signature:

1. Application for Accreditation	Judy-Anderson Kotts
1.1. Mission	Daniel Snyder
1.2. Organization	Daniel Snyder
1.3. Administration	Daniel Snyder
1.4. Relations with Students	Daniel Snyder
1.5. Educational Activities	Dr. Gregory Smith
1.6. Educational Facilities	Dr. Gregory Smith
1.7. Publications	Daniel Snyder
1.8. Library, Instructional Resources, etc.	Dr. Gregory Smith
2. Explanation of how the self-study was planned	Daniel Snyder
3. Explanation of future plans for the institution	Daniel Snyder
4. Campus Effectiveness Plan	Daniel Snyder
	Dr. Gregory Smith
	Lisa Hopsicker
	Holly Hansen
	Armando Guardiola
	Audrey Abney
	Rebecca Piltingsrud
5. Academic Credit Analysis	

(b)(6)



All departments within the college contributed to this document. The institution sees this document as a statement of current practice. In addition, it will serve as a planning document, along with the institutional effectiveness plan. These documents will serve as a guide for operations, instruction and overall institutional development.

From: Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485F246B6E74618A42FFBFF0566D503-MWADLINGTON>
Sent: 6/27/2014 4:17:02 PM -0400
To: Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-IHarazduk>
CC: Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>
Subject: ITT Tech, Pensacola, FL-ALI- 2nd edit
Attachments: 00108251-ITT-ALI, Edit 2.doc

Hey,

Please find the report attached. This is Frenika's report. She should be commended on a job well done. This report is well written, structured, and has very minimal errors.

Best regards,

Maurice Wadlington, M.Ed

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.(b)(6) - p | 202.842.2593 - f

(b)(6) -c

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ADDITIONAL LOCATION INCLUSION VISIT REPORT

ITT TECHNICAL INSTITUTE
6913 North Ninth Avenue
Pensacola, Florida 32504
ACICS ID Code: 00108251

Mr. Moses Delaney, College Director (MDelaney2@itt-tech.edu)

regulatory158@itt-tech.edu

Main Campus
ITT TECHNICAL INSTITUTE
Indianapolis, Indiana
ACICS ID Code: 00016040

June 18-19, 2014

Dr. Tommy Mosley	Chair	Alabama State Department of Education-Retired	Boaz, AL
Dr. Rick Murphree	Student-Relations Specialist	Effectual Business Services-Consultant	Eagle, ID
Mr. Mathew George	Educational Activities and Library	National College-Chair of Business Administration	Salem, VA
Dr. David Sohn	Network Systems Administration Specialist	iGlobal University-President and CEO	Annadale, VA
Mr. Al Nikroo	Drafting and Design Specialist	Westwood College-Program Chair	Anaheim, CA
Mr. Kenneth Markowitz	Electrical Engineering Specialist	New York City College of Technology-Professor	Wantagh, NY
Ms. Frenika Rivers	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
ITT TECHNICAL INSTITUTE
PENSACOLA FLORIDA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate of Science degree	Academic Associate's degree	Drafting and Design	1098	93	23/6	100%	N/A	N/A	N/A
Associate of Science degree	Academic Associate's degree	Electrical Engineering Technology	1058	93	53/11	84.48%	N/A	N/A	N/A
Associate of Science degree	Academic Associate's degree	Network Systems Administration	1109	93	92/9	82.54%	N/A	N/A	N/A

**TOTAL
ENROLLMENT**

168/26

INTRODUCTION

The ITT Technical Institute in Pensacola, Florida, is one of a nationwide system of technical institutes operated by ITT Educational Services, Inc., (ITT/ESI) located in Carmel, Indiana. Each individual campus supports a common mission. The Pensacola campus began offering classes on December 10, 2012. The students that began the first classes are entering their last quarter of work. Currently the campus offers associate degrees in Drafting and Design, Electrical Engineering Technology, and Network System Administration. The majority of the students enrolled are from the Pensacola and panhandle region of Florida. Pensacola has a population of 51,923. The city is home of The Naval Air Station Pensacola and its Flight Demonstration Squadron, the Blue Angels. The census indicates 194 students are currently enrolled. All classes are taught during the evening hours. Males compose 74.2 percent of the student population, 21.5 percent are females and 4.3 percent were undisclosed. Approximately 34 percent reported their ethnicity as Caucasian or White, 28 percent as African-American or Black, 3 percent as Hispanic, 2 percent as American Indian or Alaskan Native, and 32 percent undisclosed. The age range falls into non-traditional postsecondary age ranges with 61 students between ages 31-40 and 45 between the ages of 26-30. The campus has 38 students over the age of 41.

The Pensacola campus of ITT Technical Institute has been in operation for less than two years and has made exceptional progress in establishing a quality program. The commitment to excellence is evident in all aspects of its operation. The administration, faculty, and staff have provided a strong foundation for the future.

1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
 The campus mission state is published on the inside front cover of the 2014-2015 campus catalog, dated April 23, 2014.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
 (a) The programs of instruction
 Yes No
 (b) The modes of delivery.
 Yes No
 (c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?
 (a) The characteristics of the programs offered.
 Yes No
 (b) The characteristics of the student population.
 Yes No
 (c) The types of data that will be used for assessment.
 Yes No
 (d) Specific goals to improve the educational processes.
 Yes No
 (e) Expected outcomes of the plans.
 Yes No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes No

(b) Student placement.

Yes No Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes No Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The primary sources of data for evaluating and analyzing student learning outcomes include the following: capstone courses; capstone assessment data; student engagement; student success; and, licensure pass rates. Each outcome is assessed by collection and analysis of key indicators of success. After a thorough review of the results, goals and initiatives are identified and implemented.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes No Not Applicable

(b) The data used by the campus to assess each outcome.

Yes No Not Applicable

(c) How the data was collected.

Yes No Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes No Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes No Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus has established an overall retention goal of 80 percent and identified multiple activities to meet this goal. Key activities include the following: creation of a Manager on Duty (MOD) office to assist students with issues they might have; a schedule was created for key committee members to go into all Electrical Engineering classrooms to do presentations intended to motivate and inspire students to stay in school and graduate; look at best practices from other ITT Technical Institutes to develop initiatives to improve student attrition results; identification of potentially high-risk students; and, maintenance of a watch list of students with excessive tardiness and/or absences.

The campus has established an overall placement goal of 70 percent. Placement is a top priority at the campus. It is the goal to secure the best placement possible in the respective graduate's field of study. Additional goals and initiatives related to student placement will be established once graduates are realized.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes No

(b) That specific activities listed in the plan have been completed.

Yes No

(c) That periodic progress reports have been completed.

Yes No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The Campus Effectiveness Plan (CEP) team consists of Mr. Moses Delaney, college director, dean, directors of finance, recruitment, and career services, registrar, systems support technician, and faculty representatives from each school of study. It is the ultimate responsibility of the college director to ensure the implementation and ongoing review of the plan. Mr. Delaney holds a bachelor's degree in business administration from Troy University and a master's degree in education from Strayer University. He has over nine years of experience in executive level operations with an emphasis in managing financial aid, admissions, student accounts, career services, and education.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes No Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:

The college director and CEP team are committed to ensuring all CEP activities are implemented and monitored. The visiting team was appreciative of the organization and contents of the CEP.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes No

(b) Names of the trustees, directors, and/or officers.

Yes No

(c) Names of the administrators.

Yes No

2.02 Does the campus:

(a) Adequately train its employees?

Yes No

(b) Provide them with constant and proper supervision?

Yes No

(c) Evaluate their work?

Yes No

2.03 Is the administration of the campus efficient and effective?

Yes No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes No

(b) Know the person to whom they report?

Yes No

(c) Understand the standards by which the success of their work is measured?

Yes No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes No Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

Mr. Moses Delaney, college director, is responsible for the financial oversight of the campus. As previously noted, Mr. Delaney has over nine years of experience at the administrative level. He served as executive director, campus president, and school director at three different proprietary schools before joining ITT in October of 2012.

GENERAL COMMENTS:

The administrative function is appropriate for the campus.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes No

3.02 Are all staff well trained to carry out administrative functions?

Yes No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Mr. Moses Delaney is the on-site administrator. In addition to the credentials previously noted, Mr. Delaney has served as college director for the campus since it opened in 2012. In addition to his work in the education field, he served in the U.S. Air Force for four years. Mr. Delaney attended the ACICS accreditation workshop in February of 2014.

3.04 Does the campus list degrees of staff members in the catalog?

Yes No

If *Yes*, is appropriate evidence of the degrees on file?

Yes No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes No Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

3.06 Does the campus admit ability-to-benefit students?

Yes No (*Skip to Question 3.11.*)

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

3.12 Are appropriate transcripts maintained for all students?

Yes No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

GENERAL COMMENTS:

The administrative functions are coordinated and operating effectively to serve the educational mission of the campus. The college director and his administrative team are experienced leaders and are committed to maintaining the many positive traditions of ITT Technical Institute.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team selected and reviewed 21 files at ITT Technical Institute, Pensacola campus. One of the files contained an example of satisfactory academic progress probation. This was the only student on probation at the time of the visit. One file contained evidence of transfer of credit evaluation.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes No

4.03 Does the campus have appropriate admissions criteria?

Yes No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes No

4.06 Does the admissions policy conform to the campus's mission?

Yes No

4.07 Is the admissions policy publicly stated?

Yes No

4.08 Is the admissions policy administered as written?

Yes No

4.09 Does the campus use an enrollment agreement for each enrolled student that :

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes No

(b) Outlines all program related tuition and fees?

Yes No

(c) Has a signature of the student and the appropriate school representative?

Yes No

Is there evidence that a copy of the agreement has been provided to the student?

Yes No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Kathleen Getchell is the director of recruitment and is responsible for the oversight of student recruitment. Ms. Getchell has been with this campus since it opened in 2012 and has been with ITT Technical Institute since 2010 at other locations. She has an associate's in liberal arts from Tulsa Community College in Tulsa, Oklahoma. She has a bachelor's degree in economics from Langston, University in Langston, Oklahoma. Ms. Getchell also has a master's degree in management from Southern Nazarene University in Bethany, Oklahoma.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

Following interviews with the director of admissions and an admissions representatives, the team determined the recruiting process for new students is ethical and compatible with the educational objectives of ITT Technical Institute, Pensacola, Florida, campus. During the prospective students initial interview, the admission representatives share detailed information on the mission statement, program curricula, tuition and fees and services provided to students through a multimedia presentation. The prospective student is also interviewed by the director of admissions to assist in determining if ITT Technical Institute, Pensacola campus, is a good fit for the student. Potential students do have the ability to meet with a financial aid representative should they have questions prior to enrollment.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

Yes No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

Yes No

If Yes, is evidence of licensure or registration on file?

Yes No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

Yes No Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes No

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes No Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

Yes No

4.21 Has the campus established articulation agreements with other institutions?

Yes No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)

If Yes, has the campus published a list of institutions with which it has established the agreements?

Yes No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

Yes No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 28-31 in the 2014-2015 catalog volume nine.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes No

(c) Procedures for re-establishing satisfactory academic progress.

Yes No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes No

Incomplete grades.

Yes No

Repeated courses.

Yes No

Non-punitive grades.

Yes No Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes No Not Applicable (campus does not offer)

A warning status.

Yes No Not Applicable (campus does not use)

A probationary period.

Yes No

An appeal process.

Yes No

An extended-enrollment status.

Yes No Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes No Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes No Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes No

4.27 Are students who are not making satisfactory academic progress properly notified?

Yes No Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes No Not Applicable (all programs are one year or less)

- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
 Yes No Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning status?
 Yes No Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?
 Yes No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
 Yes No
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
 The campus dean, Mr. Wayne Smouse, is responsible for the administration of satisfactory academic progress at the campus. He has a bachelor's degree in aviation science from Embry-Riddle Aeronautical University in Daytona Beach, Florida, and a master's degree in public management from Carnegie-Mellon University in Pittsburg, Pennsylvania. He joined ITT Technical Institute last December as an adjunct instructor at the Tarentum Pennsylvania campus, and was appointed dean at the Pensacola campus two months ago. Prior to this, he was the director of information sciences at Penn State University. He has also developed training programs for organizations including IBM, Oracle, the National Security Agency, and the Federal Bureau of Investigation.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
 Yes No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)

- (a) Scholarships.
 (b) Grants.
 (c) Loans.
 (d) The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
 Yes No
- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
 Yes No
- 4.43 Are tuition and fees clearly stated in the catalog?
 Yes No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

- 4.44 Do the financial records of students clearly show the following?
- (a) Charges.
 Yes No
- (b) Dates for the posting of tuition.
 Yes No
- (c) Fees.
 Yes No
- (d) Other charges.
 Yes No
- (e) Payments.
 Yes No
- (f) Dates of payment.
 Yes No
- (g) The balance after each transaction.
 Yes No

- 4.45 Is the effective date listed on announcements of changes in tuition and fees?
 Yes No Not Applicable (campus has not changed tuition or fees)
- 4.46 Is the campus' refund policy published in the catalog?
 Yes No
- 4.47 Is the refund policy fair, equitable, and applicable to all students?
 Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Tariva M. Smith is the director of finance and is responsible on-site for administering student financial aid. Ms. Smith has an associate's degree in communications from East Mississippi Community College in Mayhew, Mississippi. She also has a bachelor's degree in communications studies from University of Montevallo in Montevallo, Alabama. She has been with the campus since it's opening in 2012 and with ITT Technical Institute since 2010.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The financial aid office stays current with regulation and policy changes in financial aid through web-based trainings provided by the corporate office to remain current with regulatory changes. Additionally, Ms. Smith, director of finance, is a current member of the Florida Association of Student Financial Aid Administrators (FASFAA).

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes No (*Skip to question 4.58.*)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Student services offered by ITT Technical Institute, Pensacola campus, include: student orientation; academic advising; academic tutoring; referral services; and, employment services (i.e. job fairs, etc).

- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
 Yes No Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
 Mr. Michael Adams is the director of career services and is responsible for the oversight of counseling students on employment opportunities. Mr. Adams has an associate's degree in psychology from Lon Morris College in Jacksonville, Texas. He also has a bachelor's degree in psychology from Southwestern University in Georgetown, Texas. Additionally, he has a master's degree in counseling from St. Mary's University in San Antonio, Texas. Mr. Adams has been with the campus since the opening in 2012. Previously he was in recruiting with different organizations.
- 4.61 Does the campus offer employment assistance to all students?
 Yes No Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is N/A
 The ending enrollment reported on the previous year's CAR is 107
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
 Since the campus has not had any graduates as of yet, the following is the process the campus will use. The financial aid department provides an entrance loan counseling session, advising students on their loan repayment obligations. Students with unsubsidized/subsidized direct loans complete exit counseling through the studentloans.gov website. Students are also required to log into the National Student Loan Database System (NSLDS) to view their loan information.
- 4.67 Describe the extracurricular activities of the campus (if applicable).
 ITT Technical Institute, Pensacola campus, is very involved in extracurricular activities throughout the community. The students volunteer at the Boys and Girls Club and local schools in their networking departments. Additionally, the campus is a member of the Electronics Technicians Association (ETA) and an approved testing site for them. The students actively participate in activities with the ETA.

5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with

applicable state laws?

Yes No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

The campus dean, Mr. Wayne Smouse, oversees all educational activities at the campus. He has a bachelor's degree in aviation science from Embry-Riddle Aeronautical University, Daytona Beach, Florida, and a master's degree in public management from Carnegie-Mellon University, Pittsburgh, Pennsylvania. He joined ITT Technical Institute last December as an adjunct instructor at the Tarentum, Pennsylvania campus, and was appointed dean at the Pensacola campus two months ago. Prior to this, he was the director of information sciences at Penn State University. He has also developed training programs for many organizations including IBM, Oracle, the National Security Agency, and the Federal Bureau of Investigation.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The campus dean and the chair of the school of Network Systems Administration share authority and responsibility for the development and administration of academic programs. They hold monthly faculty meetings which include programmatic topics. ITT's corporate national chairs and national curriculum committees also collaborate with the school chair and dean in program development. The team was able to review minutes of these meetings in the corporate meetings binder. The dean and chair also have authority on hiring and class scheduling at the campus.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes No

(b) Selection of course materials, instructional equipment and other educational resources.

Yes No

(c) Systematic evaluation and revision of the curriculum.

Yes No

(d) Assessment of student learning outcomes.

Yes No

(e) Planning for institutional effectiveness.

Yes No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level

employment or licensure by the state in which the campus is approved?

Yes No (*Skip to question 5.10*)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes No

5.16 What provisions are made for individual differences among students?

The campus makes provisions for individual differences among students in a number of ways. Students enrolling with previous college credits can receive transfer credit in their program of study. Additionally, applicants may request that they be granted credit for demonstrated knowledge and competency by passing a proficiency examination. Below average performers are offered tutoring sessions by both the instructors and student tutors.

The team was also made aware of a visually handicapped student who was blind in one eye and losing visual acuity in the other. His instructors utilized enlarged presentation slides in the classroom, and the campus was able to obtain audio text books for this student.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.

The campus participates in ITT Technical Institute's structured process for curriculum revision, evaluation, and administration. All faculty have access to the ITT Faculty Portal online through which they can submit their curriculum suggestions. Also, faculty can complete a form at the campus level and provide to the school chair or campus dean. ITT has a published policy on the curriculum change process and all faculty are encouraged to use this process. Interviews with faculty confirmed their involvement in this process.

5.18 Does the faculty participate in this process?

Yes No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

Yes No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes No Not Applicable (campus does not award such credit)

If *Yes*, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes No Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only*

nondegree programs are offered with no general education courses, skip to 5.23)

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes No Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

If *Yes*, how is this documented?

The campus has sign-in sheets for faculty inservice and there was also evidence provided in the faculty files.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?

Yes No

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes No

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

ITT Technical Institute-Pensacola is located at 6913 North Ninth Avenue, Pensacola, Florida. The campus occupies 19,250 square feet. There are 10 theory rooms, three computer labs, and an electronics lab. The facility has a learning resource center, student lounge with an attached outside patio, and an internet café. There is adequate administrative space available as well as faculty workspace. Ample parking is provided for students and staff. The facility is equipped to accommodate Americans with Disabilities Act (ADA) requirements.

6.02 Does the campus utilize any additional space locations?

Yes No

6.03 Does the campus utilize campus additions?

Yes No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

Yes No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

 Yes No

(b) Instructional tools

 Yes No

(c) Machinery

 Yes No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

 Yes No Not Applicable**7. PUBLICATIONS**

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The 2014-2015 Volume nine ITT Technical Institute - Pensacola, Florida, catalog was used during the evaluation. A faculty addendum was also provided, which was updated on-site.

7.02 Does the self-study or additional location application part II accurately portray the campus?

 Yes No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

 Yes No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

 Yes No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

 Yes No

(c) The names and titles of the administrators.

 Yes No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

 Yes No

(e) A statement of accreditation

 Yes No Not Applicable (initial applicant)

(f) A mission statement.

 Yes No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

 Yes No

(h) An academic calendar.

 Yes No

(i) A full disclosure of the admission requirements.

 Yes No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for

certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

Yes No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

Yes No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

Yes No

(m) A definition of the unit of credit.

Yes No Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes No

(p) The transfer of credit policy.

Yes No

(q) A statement of the tuition, fees, and any other charges.

Yes No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes No Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes No

(t) A statement describing the student services offered.

Yes No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes No Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?

Yes No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to Question 7.10.*)

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises online through its website and through online direct marketing ads. The campus also advertises through direct mail, flyers, and radio advertisements.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (*Skip to Question 7.14.*)

7.14 Does the campus utilize services funded by third parties?

Yes No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes No Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The retention and placement rates are reported on the ITT Technical Institute Web site per ACICS standards. Additionally, the campus publishes the percent of students who complete their programs during the normal time period.

Where is this information published and how frequently is this information being updated?

This information is found in the ITT Technical Institute catalog and on its website and is updated yearly.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The campus utilizes ITT's continuous assessment strategies for resource and information services by evaluating its academic programs, utilizing faculty input, and input from the campus Learning Resource Center (LRC) Committee. All ITT campuses also contribute to the LRC Annual Report, where each campus submits to the corporate librarian an assessment of the LRC circulation, inventory, and an overall qualitative review of the campus resources. The corporate librarian also has monthly conference calls for members of the LRC Advisory Committee and campus librarians where resources are discussed.

Are these methods appropriate?

Yes No

8.06 Is the library staff adequately trained to support the library?

Yes No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is: \$3,159.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

The amount of the current budget spent is \$1,439. Of this amount, \$425 was spent on the virtual library, \$822 for equipment, and \$192 for publications.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes No

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

The faculty inspire, motivate, and direct student usage of the library resources primarily by including a library assignment in most of the course syllabi. The faculty utilizes the LRC resources themselves in order to become more familiar with the LRC content, thus assisting them to better direct student usage of the LRC resources. The LRC Advisory Committee also makes suggestions through various input resources which are ultimately then are included in course syllabus. The corporate librarian participates in the ITT curriculum committee meetings providing the committee members with valuable support opportunities through the LRC. The corporate staff offers an e-course for its faculty members on basic teaching techniques at ITT, which includes a section on how to utilize the LRC resources to support the course material; and the library has a "Best Practices Portal" which is accessible to all faculty and encourages its faculty to discover better methodologies in order to utilize the LRC.

Are these methods appropriate?

Yes No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes No Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.

The full-text online collections available to students include:

- Britannica Online
 - Britannica Online provides full-text access to over 75,000 comprehensive articles, pictures, and illustrations contained in Encyclopedia Britannica as well as the spellings, definitions, and synonyms of the words found in Merriam-Webster's Collegiate Dictionary and Thesaurus.
- Books24x7

- The Books24x7 collection of online books offers access to information technology and business related titles selected for reference support of ITT Technical Institute curricula. Each title is full-text and includes the illustrations, charts, and diagrams of the print counterpart. The functionality of online full-text books makes them ideally suited for reference and research. Students are able to quickly search for specific information using keywords, either in a single title or across a group of titles. Search results are ranked by relevancy and hyperlinks are provided to top section hits. The collection consists of approximately 19,000 information technology and business-related titles.
- eBooks on EBSCOhost
 - eBooks on EBSCOhost provides access to over 118,000 non-fiction and fiction books that support the college programs.
- lynda.com
 - lynda.com provides access to over 2,140 video courses in topics like 3D animation, business software, CAD, computer skills, motion graphics, photography, and web design.
- Points of View Reference Center
 - Points of View provides full-text access to over 1,300 pro/con essays on controversial issues ranging from abstinence education to zero tolerance policies and everything in between.
- ProQuest
 - ProQuest provides access to over 15,659 full-text journals in the fields of art, business, health & medicine, history, literature, science & technology, and social sciences. Also includes access to ProQuest Newsstand, which provides access to over 1,400 full-text newspapers throughout the world.
- Statistical Ready Reference
 - Data-Planet's Statistical Ready Reference provides access to over 30,000 statistical reports (including charts and/or graphs) from a variety of government, educational, and private institutions.
- STAT!Ref
 - STAT!Ref provides full-text access to over 450 resources including Stedman's Medical Dictionary, MedCalc3000, AAFP Conditions A to Z, and ICD-9-CM (International Classification of Diseases, Clinical Modification, 9th Edition).
- EbscoHost
 - The EbscoHost databases provide access to information on a broad range of general interest topics including business, education, computers, social sciences, nursing, health, humanities, science, and the arts. The Academic Search Elite provides full text for more than 1,200 peer-reviewed journals covering nearly every area of academic study including: social sciences, humanities, education, computer sciences, engineering, physics, chemistry, language and linguistics, arts and literature, medical sciences, and ethnic studies. Business Source Premier database covers management, economics, finance, accounting, international business, and more; it includes many scholarly business journals, peer-reviewed business publications, country economic reports, and industry and company profiles. CINAHL Plus with Full Text is a comprehensive source of full text for nursing and allied health journals and is considered a core resource in the field. SocIndex with Full Text provides access to articles related to sociology, criminal justice, criminology, and ethnic and gender studies.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?

Yes No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

The on-site librarian is Mr. Joseph King. He holds a bachelor's degree in psychology and a master's degree in sociology, both from Georgia State University. He also holds a master's degree in information studies from Florida State University. He is on campus Mondays and Wednesdays from 9 a.m. to 9 p.m. and Tuesdays, Thursdays and Fridays from 9 a.m. to 3p.m.

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes No

(c) Assist students in the use of instructional resources?

Yes No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes No Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes No

9. PROGRAM EVALUATION

Academic Associate's degree in Electrical Engineering Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Wayne Smouse, dean, oversees the Electrical Engineering Technology program. Mr. Smouse holds a master's degree in public management from Carnegie-Mellon University in Pittsburgh, Pennsylvania, and a bachelor's degree in

aviation science from Embry-Riddle Aeronautical University in Daytona Beach, Florida. Mr. Smouse has over 15 years of experience as a project coordinator and as an instructor. He has taught courses in the information sciences and technology programs at Penn State University. While on-site, Mr. Steven Layfield was appointed the subject matter expert for this program. Mr. Layfield will assist Mr. Smouse on technical matters related to the program. Mr. Layfield holds a master's degree in electrical engineering from the Naval Postgraduate School in Monterey, California, and a bachelor's degree in civil engineering technology from Southern Polytechnic State University in Marietta, Georgia.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 Community resources are effectively used in the program. The resources consist of an active Program Advisory Committee which meets twice a year to review or recommend updates to the Electrical Engineering program. In addition, student field trips relevant to electrical engineering technology companies have exposed students to the latest technology innovations. Field trips have included visitations to Gulf Power and Cerex Inc.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)

- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
 - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

9.29 Are teaching loads reasonable?

Yes No

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not applicable

GENERAL COMMENTS:

The Academic Associate's degree in Electrical Engineering Technology is a two-year program which prepares students to enter the workplace as electrical/electronic technicians, or continue their education for a bachelor's degree. Students are exposed to a wide variety of courses which stress critical thinking, teamwork and life-long learning.

9. PROGRAM EVALUATION

Academic Associate's degree in Drafting and Design Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Wayne Smouse, dean, oversees the drafting and design technology program. Mr. Smouse holds a master's degree in public management from Carnegie-Mellon University in Pittsburgh, Pennsylvania, and bachelor's degree in aviation science from Embry-Riddle Aeronautical University in Daytona Beach, Florida. Mr. Smouse has over 15 years of experience as a project coordinator and as an instructor. He has taught courses in the information sciences and technology programs at Penn State University. While on-site, Ms. Susan Meredith was appointed the subject matter expert for this program. Ms. Meredith will assist Mr. Smouse on technical matters related to the program. Ms. Meredith is employed as a part-time instructor. She holds a bachelor's degree in interior design from the University of Southwestern in Lafayette, Louisiana. She worked as an architectural assistant for Welsh and Whiteley architects from July 2006 to June 2010. She taught at another ITT Technical Institute before coming to the Pensacola location.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 There was documented evidence of a Program Advisory Committee meeting in May 2014. Meeting minutes and a sign-in sheet were observed. The program also utilizes guest speakers to encourage students to participate in projects for charity.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
 (a) Title and course descriptions
 Yes No
 (b) Course numbers
 Yes No
 (c) Course prerequisites and/or corequisites
 Yes No
 (d) Instructional contact hours/credits
 Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
 - (b) Well-defined instructional objectives.
 Yes No
 - (c) The selection and use of appropriate and current learning materials.
 Yes No
 - (d) Appropriate modes of instructional delivery.
 Yes No
 - (e) The use of appropriate assessment strategies.
 Yes No
 - (f) The use of appropriate experiences.
 Yes No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No
- 9.29 Are teaching loads reasonable?
 Yes No
- 9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

9. PROGRAM EVALUATION

Academic Associate's degree in Network Systems Administration

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Mr. Frederick Forehand is the department chair. Mr. Forehand holds a master's degree and a bachelor's degree in network and communication management from DeVry University. He also works at Pensacola State College as a telecommunications network analyst. Prior to joining ITT, he worked at Milcom Systems as a telecommunications technician.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 The campus invited a qualified guest speaker on August 8, 2013 and the Program Advisory Committee (PAC) had meetings on the networks systems administration program on April 18, 2013, and May 29, 2014.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
 - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

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- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
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 (b) Instructional equipment.
 Yes No
 (c) Resources.
 Yes No
 (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
 (a) Systematic planning.
 Yes No
 (b) Well-defined instructional objectives.
 Yes No
 (c) The selection and use of appropriate and current learning materials.
 Yes No
 (d) Appropriate modes of instructional delivery.
 Yes No
 (e) The use of appropriate assessment strategies.
 Yes No
 (f) The use of appropriate experiences.
 Yes No
- 9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
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- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No
- 9.29 Are teaching loads reasonable?

Yes No

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not applicable

RECOMMENDATIONS

The evaluation team offers the following recommendations for the campus's consideration.
(These recommendations are not included in the report as seen by the Council)

Drafting and Design Technology

- The team recommends that the campus provide guidance for students to join field related professional organizations to take advantage of their publications and stay current in the industry. Many of these organizations provide opportunities for student members to attend tradeshow, workshops, and fieldtrips. Some of these organizations sponsor guest speakers who are experts in their field and can serve as program advisors. It is also recommended to upgrade the computer aided design software suite to the current version 2014.

Network Systems Administration

- The team recommends that the campus utilize more practical education by conducting more community resource events, such as field trips to businesses related to the courses taught. The campus should reduce Mr. Frederick Forehand, NSA department head, teaching load per term by hiring more qualified instructors whose major is directly related to the type of course to be taught.

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
 The team reviewed the Globe University/Minnesota School of Business 2015 Course Catalog, Volume 39, and effective April 13, 2015.
- 7.02 Does the self-study or branch application part II accurately portray the campus?
 Yes No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
 Yes No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.
 Yes No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.
 Yes No
- (c) The names and titles of the administrators.
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
 Yes No
- (e) A statement of accreditation
 Yes No Not Applicable (initial applicant)
- (f) A mission statement.
 Yes No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
 Yes No
- (h) An academic calendar.
 Yes No
- (i) A full disclosure of the admission requirements.
 Yes No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
 Yes No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
 Yes No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
 Yes No
- (m) A definition of the unit of credit.

- Yes No Not Applicable (The campus does not award credit)
 (n) A complete explanation of the standards of satisfactory academic progress.
 Yes No
 (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
 Yes No
 (p) The transfer of credit policy.
 Yes No
 (q) A statement of the tuition, fees, and any other charges.
 Yes No
 (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
 Yes No Not Applicable (no scholarships, grants, or loans offered)
 (s) The refund policy.
 Yes No
 (t) A statement describing the student services offered.
 Yes No
 (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
 Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes No

If *Yes*, does the catalog contain the following?

- (a) An explanation of the course numbering system (for all levels).
 Yes No
 (b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
 Yes No Not Applicable
 (c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
 Yes No Not Applicable
 (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
 Yes No Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

- Yes No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

- Yes No (*Skip to Question 7.08.*)
 (a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
 Yes No
 (b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
 Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?

Yes No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises via online and program brochures.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (*Skip to Question 7.14.*)

7.14 Does the campus utilize services funded by third parties?

Yes No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

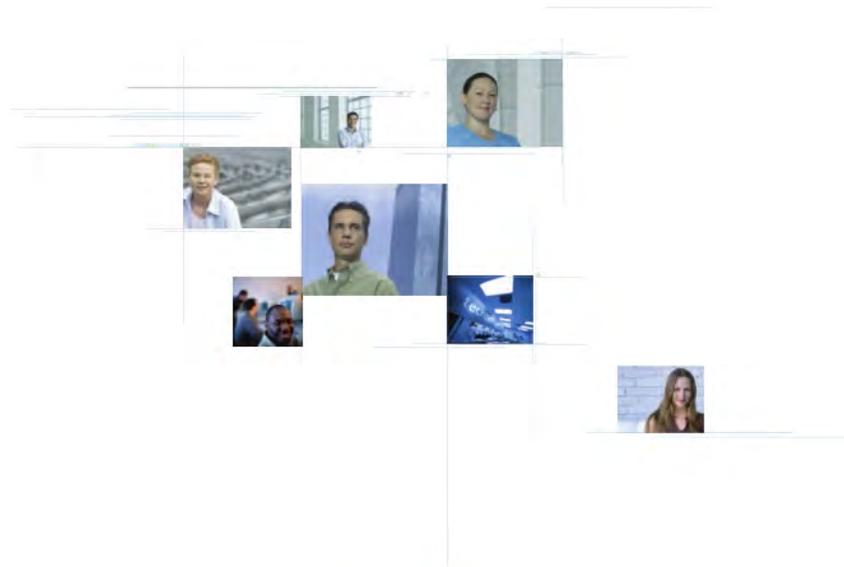
Yes No Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The performance information that the campus routinely provide to the public are the employment rates and salary ranges.

Where is this information published and how frequently is this information being updated?

This information is published at the campus website and is update annually.



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THE ITT TECHNICAL INSTITUTE IS AN INSTITUTION OF HIGHER LEARNING THAT IS COMMITTED TO OFFERING QUALITY UNDERGRADUATE AND CONTINUING EDUCATION LOCALLY, NATIONALLY AND WORLDWIDE TO STUDENTS OF DIVERSE BACKGROUNDS, INTERESTS AND ABILITIES. THE INSTITUTION OFFERS CAREER-RELATED EDUCATIONAL PROGRAMS THAT INTEGRATE LIFELONG LEARNING WITH KNOWLEDGE AND SKILLS TO HELP STUDENTS:

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- CULTURAL AND ETHNIC DIVERSITY IN ITS FACULTY, STAFF AND STUDENT BODY WILL BE ENCOURAGED.
- COURSE CONTENT WILL BE REVIEWED REGULARLY TO ENSURE CONTINUED RELEVANCE WITH TECHNOLOGY IN THE WORKPLACE.
- EACH PROGRAM OF STUDY WILL INTEGRATE TECHNOLOGY, LIFELONG LEARNING AND PROFESSIONAL DEVELOPMENT ACTIVITIES. CURRICULAR INTEGRATION WILL ASSIST STUDENTS IN CONNECTING THE ENTIRE LEARNING PROCESS TO THEIR LIFETIME CAREER GOALS.
- EACH PROGRAM OF STUDY WILL OFFER A LEARNING ENVIRONMENT THAT FOSTERS COMMUNICATION AND CRITICAL THINKING SKILLS ESSENTIAL FOR SUCCESS IN AN INCREASINGLY COMPLEX WORLD.
- PUBLIC SERVICE PROGRAMS, CIVIC ENGAGEMENT AND CHARITABLE ACTIVITIES WILL BE PROMOTED AS PART OF THE EDUCATION PROCESS TO REINFORCE SOCIETY'S NEED TO DEVELOP AN INFORMED, SENSITIVE AND RESPONSIVE CITIZENRY.

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Published July 1, 2015

Effective 07/01/2015 – 07/01/2016 unless revised prior to that date.

The information contained in this catalog was accurate at the time of publication. Following publication, any of the catalog information may change without notice, including, without limitation, the information regarding tuition, fees, costs, class schedules, the student calendar, the program outline, the course descriptions, curricula, faculty, advisory committees, student services, administrative policies, program objectives and career opportunities for graduates of the program.

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CURRICULA

SCHOOL OF INFORMATION TECHNOLOGY

INFORMATION SYSTEMS AND CYBERSECURITY

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level information systems and cybersecurity. This program introduces students to a variety of topics, such as assessing the security needs of computer and network systems, various computer and network safeguarding solutions, and managing the implementation and maintenance of security devices, systems, procedures and countermeasures.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving information security. The positions may involve the design, configuration, installation and/or maintenance of information technology security systems.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving information systems and cybersecurity.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, network hubs, patch panels, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses*		
-----	Unspecified General Education courses+	27.0
MA3110	Statistics+	4.5
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
SP3450	Social Psychology+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
	Subtotal	54.0
Core Courses		
-----	Unspecified Core courses** (must include either PM3110 or IS4690)	49.5
IS3110	Risk Management in Information Technology Security+	4.5
IS3120	Network Communications Infrastructure+	4.5
IS3220	Information Technology Infrastructure Security+	4.5
IS3230	Access Security+	4.5
IS3340	Windows Security+	4.5
IS3350	Security Issues in Legal Context+	4.5
IS3440	Linux Security+	4.5
IS3445	Security for Web Applications and Social Networking+	4.5
IS4550	Security Policies and Implementation+	4.5
IS4560	Hacking and Countermeasures+	4.5
IS4670	Cybercrime Forensics+	4.5
IS4680	Security Auditing for Compliance+	4.5
IS4799	Information Systems and Cybersecurity Capstone Project+	4.5
	Subtotal	108.0
Elective Courses		
-----	Unspecified Elective courses+	18.0
	Minimum required credit hours for the Baccalaureate Degree (Grand total)	180.0

+In this program, this(these) course(s) may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Examples of the subject matter included in the Unspecified Core courses are as follows: operating systems; PC technology; network technology; database applications; communications systems; needs assessment; word processing; project administration; project planning; web technology; web programming; information/communication systems; programming languages and software engineering. Courses offered at this school that may satisfy the Unspecified Core course requirement are IS4690, NT1110, NT1210, NT1230, NT1310, NT1330, NT1430, NT2580, NT2640, NT2670, PM3110 and PT1420. The course descriptions for these courses are in the Course Descriptions section of this catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SOFTWARE DEVELOPMENT BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of skills utilized in entry-level software design, software administration and software development positions. Students will be exposed to knowledge and skills of programming, website design and development, and mobile application design and development.

Career Opportunities - This program offers students an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level programming, application design and software development positions, such as programmer, software engineer, web developer, and application developer.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving software development.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to perform activities in different software development environments with typical platforms that support specific technologies and standards. These platforms are typically comprised of networked computers installed with software development tools. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 15 to 30 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses*		
-----	Unspecified General Education courses+	27.0
MA3110	Statistics+	4.5
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
SP3450	Social Psychology+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
	Subtotal	54.0
Core Courses		
-----	Unspecified Core courses**	54.0
PM3110	Introduction to Project Management+	4.5
SD3120	Programming in Open Source with LAMP+	4.5
PM3140	Systems Analysis+	4.5
SD3140	Introduction to Web Interface Design+	4.5
SD3240	Creating Websites in the LAMP Environment+	4.5
SD3320	Programming in Visual Basic+	4.5
SD3410	Software Testing+	4.5
SD3440	Creating Websites Using ASP.NET+	4.5
SD4550	Application Development Using Visual Studio I+	4.5
SD4555	Development for Web Analytics Applications+	4.5
SD4650	Application Development Using Visual Studio II+	4.5
SD4660	Security in Application Development+	4.5
SD4680	Cloud Computing with Google App Engine and Microsoft Windows Azure+	4.5
SD4799	Software Development Capstone Project+	4.5
	Subtotal	117.0
Elective Courses		
-----	Unspecified Elective courses+	9.0
Minimum required credit hours for the Baccalaureate degree (Grand total)		180.0

+In this program, this(these) course(s) may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Examples of the subject matter included in the Unspecified Core courses are as follows: computer structure and logic, application design and development, creating Websites and social networking applications and technology. Courses offered at this school that satisfy the Unspecified Core course requirement are NT1110, NT1410, PT1420, SD1230, SD1240, SD1340, SD1420, SD2520, SD2550, SD2650, SD2670 and SD2799. The course descriptions for these courses are in the Course Descriptions section of this catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

NETWORK SYSTEMS ADMINISTRATION

ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer network systems administration positions. Students will be exposed to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level network systems administration and support positions, such as network administrator, network technician, network specialist, information technology specialist, local area network (LAN) or wide area network (WAN) administrator.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving network systems administration.

Admission Requirements - Refer to the Admission section of this catalog for information relating to the Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, network hubs, patch panels, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
MA1310	College Mathematics II+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
SP2750	Group Theory+	4.5
Subtotal		27.0
Core Courses		
NT1110	Computer Structure and Logic+	4.5
NT1210	Introduction to Networking+	4.5
NT1230	Client-Server Networking I+	4.5
NT1310	Physical Networking+	4.5
NT1330	Client-Server Networking II+	4.5
PT1420	Introduction to Programming+	4.5
NT1430	Linux Networking+	4.5
PT2520	Database Concepts+	4.5
NT2580	Introduction to Information Security+	4.5
NT2640	IP Networking+	4.5
NT2670	Email and Web Services+	4.5
NT2799	Network Systems Administration Capstone Project+	4.5
Subtotal		54.0
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
Subtotal		9.0
Elective Course		
-----	Unspecified Elective course+*	3.0
Program Total		93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*Courses offered at this school that satisfy the Unspecified Elective course requirement are GS2745, NT2730, NT2731, NT2732, NT2735 and NT2740. The course descriptions for these courses are in the Course Descriptions section of the catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SOFTWARE DEVELOPMENT ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills used in entry-level software development, software analysis and application design positions. Students will be exposed to various aspects of programming, databases, website design and the development of a software product.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that they can use to help them pursue careers in a variety of entry-level programming, application design and software development positions, such as Web developer, systems analyst, database programmer or testing analyst.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving software development.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to perform activities in different software development environments with typical platforms that support specific technologies and standards. These platforms are typically comprised of networked computers installed with software development tools. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
MA1310	College Mathematics II+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
SP2750	Group Theory+	4.5
Subtotal		27.0
Core Courses		
NT1110	Computer Structure and Logic+	4.5
SD1230	Introduction to Application Design and Development+	4.5
SD1240	Creating Websites Using HTML and CSS+	4.5
SD1340	Creating Websites Using HTML5, CSS3 and JavaScript+	4.5
NT1410	Operating Systems+	4.5
PT1420	Introduction to Programming+	4.5
SD1420	Introduction to Java Programming+	4.5
SD2520	Introduction to Database and XML with jQuery+	4.5
SD2550	Application Development Using Java I+	4.5
SD2650	Application Development Using Java II+	4.5
SD2670	Social Networking Applications and Technology+	4.5
SD2799	Software Development Capstone Project+	4.5
Subtotal		54.0
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
Subtotal		9.0
Elective Course		
-----	Unspecified Elective course+*	3.0
Program Total		93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*Courses offered at this school that satisfy the Unspecified Elective course requirement are GS2745 and SD2720. The course descriptions for these courses are in the Course Descriptions section of the catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SCHOOL OF ELECTRONICS TECHNOLOGY

ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level positions in electrical engineering and communications technology. Students will be exposed to a variety of basic electronics and computer principles and technical skills in both theory and practical application in a laboratory environment. Students explore various topics in electrical circuitry, testing, systems analysis and testing, systems maintenance and report preparation.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electronics and computer technology fields.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electrical engineering and communications technology.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: standard electronics test equipment such as multimeters, oscilloscopes, power supplies, signal generators and spectrum analyzers, cabling tools and test instruments and circuit and system simulation software. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 15 to 30 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses*		
-----	Unspecified General Education courses+	27.0
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
MA3310	Calculus I+	4.5
MA3410	Calculus II+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
	Subtotal	54.0
Core Courses		
-----	Unspecified Core courses**	45.0
ET3110	Networking and Communications+	4.5
ET3150	Automatic Industrial Control+	4.5
ET3220	Mobile Wireless Technology+	4.5
ET3280	Electrical Machines and Energy Conversion+	4.5
ET3330	Telecommunications Systems and Technology+	4.5
ET3380	Power Electronics+	4.5
ET3430	Fiber Optic Communications+	4.5
ET3480	Power Systems+	4.5
ET4560	C++ Programming+	4.5
ET4580	Green Energy Technology+	4.5
ET4640	Embedded Systems+	4.5
ET4671	Electronic Circuit Analysis+	4.5
ET4771	Electronic Circuit Design+	4.5
ET4799	Electrical Engineering and Communications Technology Capstone Project+	4.5
	Subtotal	108.0
Elective Courses		
-----	Unspecified Elective courses+	18.0
Minimum required credit hours for the Baccalaureate degree (Grand total)		180.0

+In this program, this(these) course(s) may be taught either completely in residence at the school, completely online over the internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Examples of the subject matter included in the Unspecified Core courses are as follows: basic electronics and devices; digital electronics, computer technology; and electronic systems. Courses offered at this school that may satisfy the Unspecified Core course requirement are ET1210, ET1220, ET1310, ET1410, ET2530, ET2560, ET2640, ET2750, NT1110 and NT1210. The course descriptions for these courses are in the Course Descriptions section of this catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

ELECTRICAL ENGINEERING TECHNOLOGY

ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level electrical and electronics technician positions. Students are exposed to the theory of various electronics and electrical circuitry in a classroom environment and to various techniques and applications in a laboratory environment.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electrical and electronics engineering technology positions, such as electronics technician, service technician, telecommunications technician and engineering technician.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electrical engineering technology.

Admission Requirements - Refer to the Admission section of this catalog for information relating to the Admission Requirements and Procedures for this program.

School Equipment - In laboratory, students typically work in teams. Students will have the opportunity to use the following school equipment as required throughout the program: computers, applications programs relevant to the field, standard hand tools and various pieces of test equipment which include the multimeter, power supply, oscilloscope and signal generator. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
MA1310	College Mathematics II+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
PH2530	Physics+	4.5
SP2750	Group Theory+	4.5
Subtotal		31.5
Core Courses		
NT1110	Computer Structure and Logic+	4.5
ET1210	DC-AC Electronics+	4.5
NT1210	Introduction to Networking+	4.5
ET1220	Digital Fundamentals+	4.5
ET1310	Solid State Devices+	4.5
ET1410	Integrated Circuits+	4.5
ET2530	Electronic Communications+	4.5
ET2560	Introduction to C Programming+	4.5
ET2640	Microprocessors and Microcontrollers+	4.5
ET2750	Programmable Logic Controllers+	4.5
ET2799	Electrical Engineering Technology Capstone Project+	4.5
Subtotal		49.5
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
Subtotal		9.0
Elective Course		
-----	Unspecified Elective course+*	3.0
Program Total		93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*Courses offered at this school that satisfy the Unspecified Elective course requirement are ET2760, GS2745 and NT2710. The course descriptions for these courses are in the Course Descriptions section of the catalog

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SCHOOL OF DRAFTING AND DESIGN

DRAFTING AND DESIGN TECHNOLOGY ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer aided-drafting (CAD) and design positions. Students are exposed to CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms and records. Students will be exposed to both classroom theory and laboratory projects.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving drafting and design, and may include mechanical drafting and design, Building Information Modeling (BIM), architectural drafting and design, parametric modeling, civil drafting and design and structural detailing.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving drafting and design technology.

Admission Requirements - Refer to the Admission section of this catalog for information relating to the Admission Requirements and Procedures for this program.

School Equipment - Throughout the program students will use portable drafting tables and parallel edges. The CAD laboratory is equipped with computers, design software and plotters. Students regularly use smaller tools such as drafting instruments, scales and calculators. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 15 to 35 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
MA1310	College Mathematics II+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
PH2530	Physics+	4.5
ES2555	Survey of Economics+	4.5
Subtotal		31.5
Core Courses		
DT1110	Introduction to Drafting and Design Technology+	4.5
DT1210	Rapid Visualization Techniques+	4.5
DT1230	CAD Methods+	4.5
DT1320	Building Information Modeling (BIM)+	4.5
DT1325	Sustainability in Design+	4.5
DT1410	Materials and Processes in Design+	4.5
DT1430	Parametric Modeling+	4.5
DT2510	Advanced CAD Methods+	4.5
DT2520	3D Civil Drafting+	4.5
DT2630	3D Modeling and Visualization+	4.5
DT2799	Drafting and Design Technology Capstone Project+	4.5
Subtotal		49.5
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
Subtotal		9.0
Elective Course		
-----	Unspecified Elective course+*	3.0
Program Total		93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*Courses offered at this school that satisfy the Unspecified Elective course requirement are GS2745 and DT2740. The course descriptions for these courses are in the Course Descriptions section of the catalog

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

INDUSTRIAL ENGINEERING TECHNOLOGY ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level industrial and manufacturing positions. Students will be exposed to various aspects of optimization, human factors, economic analysis, industrial processes, industrial planning procedures, computer applications, and report and presentation preparation.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue employment in a variety of entry-level positions that utilize various aspects of industrial engineering technology in both service and manufacturing organizations, such as industrial engineering technician, quality technician, test technician and manufacturing technician.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving industrial engineering technology.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 15 to 30 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
MA1310	College Mathematics II+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
PH2530	Physics+	4.5
ES2555	Survey of Economics+	4.5
	Subtotal	31.5
Core Courses		
IE1110	Introduction to Industrial Engineering Technology+	4.5
IE1210	Manufacturing Processes+	4.5
IE1215	Basic Industrial Engineering Graphics+	4.5
IE1310	Work Measurements+	4.5
IE1320	Lean Manufacturing+	4.5
IE1410	Human Factors+	4.5
IE1420	Statistical Process Control+	4.5
IE2510	Industrial Safety+	4.5
IE2515	Facilities Design+	4.5
IE2620	Cost Estimating+	4.5
IE2799	Industrial Engineering Technology Capstone+	4.5
	Subtotal	49.5
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
GS2745	Advanced Strategies for the Technical Professional+	3.0
	Subtotal	12.0
	Program Total	93.0

+In this program, this(these) course(s) may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SCHOOL OF BUSINESS

PROJECT MANAGEMENT AND ADMINISTRATION - PROJECT MANAGEMENT AND ADMINISTRATION OPTION, CONSTRUCTION OPTION, AND INFORMATION TECHNOLOGY OPTION BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level project management and administrative positions. Students will be exposed to a variety of skills relating to planning, organizing, implementing, leading and controlling the work of a project to meet the goals and objectives of the organization. The program explores various areas of the Project Management Body of Knowledge (PMBOK®).

The Project Management and Administration option of the Project Management and Administration program helps students understand the project planning process, including the project life cycle, requirements and scope and quality assurance plans. Core competencies include tools and techniques used in project management for planning, scheduling and creating strategies to identify risks and quantify their impact.

The Construction option of the Project Management and Administration program exposes students to a variety of techniques utilized to manage, coordinate and supervise the construction process from concept development through project completion on timely and economic bases.

The Information Technology option of the Project Management and Administration program helps students understand how to apply principles of information technology, computer systems management and business operations to the planning, management and evaluation of information technology in organizations.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level project management and administration positions.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, project scheduling and construction estimating software, computer graphics software, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 15 to 30 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline - This program of study offers three options of coursework for a student to pursue. All of the courses (as such courses may be revised or modified from time to time by the school in its discretion) in one of the following options must be successfully completed.

Project Management and Administration Option

Course Number	Course	Credit Hours
General Education Courses*		
-----	Unspecified General Education courses+	22.5
MA3110	Statistics+	4.5
PY3150	Psychology+	4.5
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
SP3450	Social Psychology+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
	Subtotal	54.0
Core Courses		
-----	Unspecified Core courses+** (must include MG4650 or PM4790)	49.5
BU3110	Business Negotiation+	4.5
PM3110	Introduction to Project Management+	4.5
FN3140	Accounting and Finance for Business+	4.5
PM3220	Project Communication and Documentation+	4.5
PM3225	Project Management Tools and Techniques+	4.5
BU3315	Quantitative Analysis+	4.5
PM3320	Project Cost and Budget Management+	4.5
PM3325	Project Quality Management+	4.5
PM3420	Procurement and Contract Management+	4.5
PM4530	Management of Global Projects+	4.5
PM4620	Project Risk Management+	4.5
PM4799	Project Management and Administration Capstone Project+	4.5
	Subtotal	103.5
Elective Courses		
-----	Unspecified Elective courses+	22.5
Minimum required credit hours for the Baccalaureate degree (Grand Total)		180.0

Construction Option

Course Number	Course	Credit Hours
General Education Courses*		
-----	Unspecified General Education courses+	22.5
MA3110	Statistics+	4.5
PY3150	Psychology+	4.5
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
SP3450	Social Psychology+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
Subtotal		54.0
Core Courses		
-----	Unspecified Core courses+** (must include PM4650 or PM4790)	49.5
PM3110	Introduction to Project Management+	4.5
PM3150	Construction Techniques+	4.5
PM3220	Project Communication and Documentation+	4.5
PM3225	Project Management Tools and Techniques+	4.5
PM3320	Project Cost and Budget Management+	4.5
PM3325	Project Quality Management+	4.5
PM3420	Procurement and Contract Management+	4.5
PM3450	Building Codes+	4.5
PM4530	Management of Global Projects+	4.5
PM4550	Construction Cost Estimating+	4.5
PM4620	Project Risk Management+	4.5
PM4797	Project Management and Administration–Construction Option Capstone Project+	4.5
Subtotal		103.5
Elective Courses		
-----	Unspecified Elective courses+	22.5
Minimum required credit hours for the Baccalaureate degree (Grand Total)		180.0

Information Technology Option

Course Number	Course	Credit Hours
General Education Courses*		
-----	Unspecified General Education courses+	22.5
MA3110	Statistics+	4.5
PY3150	Psychology+	4.5
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
SP3450	Social Psychology+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
Subtotal		54.0
Core Courses		
-----	Unspecified Core courses+** (must include MG4650 or PM4790)	49.5
PM3110	Introduction to Project Management+	4.5
PM3140	Systems Analysis+	4.5
PM3220	Project Communication and Documentation+	4.5
PM3225	Project Management Tools and Techniques+	4.5
PM3320	Project Cost and Budget Management+	4.5
PM3325	Project Quality Management+	4.5
PM3420	Procurement and Contract Management+	4.5
PM3440	Project Management for Information Technology+	4.5
PM4530	Management of Global Projects+	4.5
PM4540	Managing Software Development Projects+	4.5
PM4620	Project Risk Management+	4.5
PM4795	Project Management and Administration–Information Technology Option Capstone Project+	4.5
Subtotal		103.5
Elective Courses		
-----	Unspecified Elective courses+	22.5
Minimum required credit hours for the Baccalaureate degree (Grand Total)		180.0

+In this program, this(these) course(s) may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Unspecified Core courses may be accumulated from one selected discipline of study relating to the student's career path.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

ACCOUNTING

ASSOCIATE OF SCIENCE DEGREE

Objectives - The program exposes students to fundamental knowledge and skills utilized in entry-level accounting. Students will be exposed to a variety of skills used to provide technical administrative support to professional accountants and other financial management personnel. Students are introduced to a variety of accounting topics, including posting transactions to accounts, record-keeping systems, accounting software operation and general accounting principles and practices.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level accounting and bookkeeping positions.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computers, pertinent software, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
ES2550	Microeconomics+	4.5
ES2560	Macroeconomics+	4.5
	Subtotal	27.0
Core Courses		
BU1110	Introduction to Business+	4.5
AC1220	Accounting Principles I+	4.5
AC1320	Accounting Principles II+	4.5
MG1350	Fundamentals of Supervision+	4.5
BU1410	Management Information Systems+	4.5
AC1420	Financial Accounting+	4.5
AC2520	Tax Preparation+	4.5
AC2620	Fundamentals of Managerial Accounting+	4.5
BU2620	Fundamentals of Business Communications+	4.5
FN2640	Fundamentals of Finance+	4.5
AC2720	Cost Accounting+	4.5
AC2799	Accounting Capstone Project+	4.5
	Subtotal	54.0
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
GS2745	Advanced Strategies for the Technical Professional+	3.0
	Subtotal	12.0
	Program Total	93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

BUSINESS MANAGEMENT ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental skills utilized in a variety of entry-level business positions and offers a foundation to help students develop business knowledge and skills. The program introduces the fundamentals of marketing, accounting, communications, supervision and management. Students are exposed to teamwork concepts, technology and multiple approaches to problem solving.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level business positions.

Admission Requirements - Refer to the Admission section of this catalog for information relating to the Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, network hubs, patch panels, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
ES2550	Microeconomics+	4.5
ES2560	Macroeconomics+	4.5
Subtotal		27.0
Core Courses		
BU1110	Introduction to Business+	4.5
AC1220	Accounting Principles I+	4.5
AC1320	Accounting Principles II+	4.5
MG1350	Fundamentals of Supervision+	4.5
BU1410	Management Information Systems+	4.5
AC1420	Financial Accounting+	4.5
MK2530	Fundamentals of Marketing+	4.5
BU2620	Fundamentals of Business Communications+	4.5
FN2640	Fundamentals of Finance+	4.5
MG2650	Fundamentals of Management+	4.5
BU2760	Business Law+	4.5
BU2799	Business Management Capstone Project+	4.5
Subtotal		54.0
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
Subtotal		9.0
Elective Course		
-----	Unspecified Elective course+*	3.0
Program Total		93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*Courses offered at this school that satisfy the Unspecified Elective course requirement are BU2710 and GS2745. The course descriptions for these courses are in the Course Descriptions section of the catalog

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SCHOOL OF CRIMINAL JUSTICE

CRIMINOLOGY AND FORENSIC TECHNOLOGY ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics and investigations. This program contains report writing, communications, problem solving and computer coursework designed to help students prepare for entry-level positions in the field of criminal justice.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level corrections, criminology and investigative positions.

*This program of study may not qualify a graduate for a career in law enforcement involving employment as a police officer or agent by federal, state, county, local or municipal authorities. An applicant must contact the applicable governmental authority prior to beginning the program at the school to determine if there are any specific requirements and/or qualifications that a candidate must satisfy to be eligible for employment as a police officer or agent by that authority. Those requirements and/or qualifications may include, among other things, that a candidate must: (a) successfully complete an academy or other specialized training; (b) be younger than a certain age; (c) pass a physical, mental and/or personality examination; (d) pass a background check; (e) not have a criminal record; (f) be a graduate from an institution that is regionally accredited (as opposed to nationally accredited, such as ITT Technical Institute); (g) complete a certain number of credit hours or a certain type of degree program at an accredited postsecondary educational institution; (h) have served a certain number of years in the military; (i) have a certain number of years of prior law enforcement experience; (j) be a U.S. citizen and/or a resident of the governmental authority's jurisdiction; (k) have earned a bachelor or graduate degree in certain areas of study; and/or (l) have a valid driver's license.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computers, pertinent software, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses**		
SC1130	Survey of the Sciences+	4.5
MA1210	College Mathematics I+	4.5
EN1320	Composition I+	4.5
PS1350	American Government+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
	Subtotal	27.0
Core Courses		
CJ1110	Introduction to Criminal Justice+	4.5
CJ1210	Criminology+	4.5
CJ1220	Fundamentals of Law Enforcement+	4.5
CJ1310	Criminal Justice Report Writing+	4.5
CJ1320	Investigations+	4.5
LE1430	Fundamentals of Criminal Law+	4.5
CJ1440	Community Corrections+	4.5
CJ1470	Criminalistics+	4.5
CJ2570	Forensic Technology+	4.5
CJ2670	Computer Forensics+	4.5
CJ2799	Criminology and Forensic Technology Capstone Project+	4.5
	Subtotal	49.5
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
GS2745	Advanced Strategies for the Technical Professional+	3.0
	Subtotal	12.0
Elective Core Course		
-----	Unspecified Elective Core course+***	4.5
	Program Total	93.0

+In this program, this(these) course(s) may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

**General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. Students must satisfactorily complete at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

***Courses offered at this school that satisfy the Unspecified Elective Core course requirement are CJ2640, CJ2650 and CJ2699. The course descriptions for these courses are in the Course Descriptions section of the catalog. The CJ2699 course involves an externship. Externship opportunities are limited and may not be available every quarter or for every student who desires to take CJ2699. Any student interested in CJ2699 must apply for and be selected for any externship opportunity that may be available at that time.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

COURSE DESCRIPTIONS

CO, EN, ES, HU, MA, PH, PS, PY, SC, SP and SS courses = General Education
 AC, BU, CJ, DT, ET, FN, IE, IS, LE, MG, MK, NT, PL, PM, PT and SD courses = Core
 GS courses = General Studies

General Education Courses

SC1130 Survey of the Sciences

A 4.5 credit hour Science course

This survey course is designed to familiarize the student with the methods of rational inquiry and problem solving in the sciences. Students will explore a selection of topics in the scientific fields, including physics, chemistry, biology, astronomy and earth science, to develop basic scientific literacy and the ability to critically analyze issues of science. This course includes a laboratory component.

MA1210 College Mathematics I

A 4.5 credit hour Mathematics course

This course focuses on fundamental mathematical concepts including quadratic, polynomial and radical equations, linear functions and their graphs, systems of linear equations, functions and their properties and matrices. Activities will include solving problems and using appropriate technological tools. **Prerequisite: GS1140 Problem Solving Theory or equivalent**

MA1310 College Mathematics II

A 4.5 credit hour Mathematics course

This course includes the following concepts: exponential and logarithmic equations and functions, graphs of trigonometric functions, trigonometric equations, polar coordinates, oblique triangles, vectors and sequences. **Prerequisite: MA1210 College Mathematics I or equivalent**

EN1320 Composition I

A 4.5 credit hour Composition course

This course examines phases of the writing process, with emphasis on the structure of writing and techniques for communicating clearly, precisely and persuasively. **Prerequisite: GS1145 Strategies for the Technical Professional or equivalent**

PS1350 American Government

A 4.5 credit hour Social Science course

This course examines principles and theory related to the United States federal government, including the development and foundations of the U.S. Constitution, the organization and function of the federal government including the legislative, executive and judicial branches, political parties, the electoral process, and the relationship between states and the federal government. **Prerequisite: EN1320 Composition I or equivalent**

EN1420 Composition II

A 4.5 credit hour Composition course

This course builds on the foundations of Composition I with emphasis on rhetorical structures, argumentation and research. Students study how to make strong arguments using visual and oral communication techniques. **Prerequisite: EN1320 Composition I or equivalent**

CO2520 Communications

A 4.5 credit hour Humanities course

This course focuses on the history, principles and techniques of interpersonal, organizational and mass communications, and on communicating using written, verbal and visual formats. **Prerequisites: Completion of a minimum of 54 credits earned in the program of study including EN1320 Composition I or equivalent**

PH2530 Physics

A 4.5 credit hour Science course

This course introduces students to the principles of general physics. Practical applications demonstrate the theory. This course includes a laboratory component. **Prerequisite: MA1310 College Mathematics II or equivalent**

ES2550 Microeconomics

A 4.5 credit hour Social Science course

This course introduces the economic way of thinking and applies basic principles of microeconomics. It is the study of choices made by households, firms and governments and how these choices impact the market economy. **Prerequisites: MA1210 College Mathematics I or equivalent, EN1320 Composition I or equivalent. Students may not receive credit for both ES2550 Microeconomics or equivalent and ES2555 Survey of Economics or equivalent.**

ES2555 Survey of Economics**A 4.5 credit hour Social Science course**

This course introduces basic principles of both microeconomics and macroeconomics. **Prerequisites: MA1210 College Mathematics I or equivalent, EN1320 Composition I or equivalent. Students may not receive credit for both ES2555 Survey of Economics or equivalent and ES2550 Microeconomics or equivalent or for both ES2555 Survey of Economics or equivalent and ES2560 Macroeconomics or equivalent.**

ES2560 Macroeconomics**A 4.5 credit hour Social Science course**

This course is the study of aggregate economic activity. Students apply basic principles of macroeconomics to unemployment, inflation and economic growth. **Prerequisites: MA1210 College Mathematics I or equivalent, EN1320 Composition I or equivalent. Students may not receive credit for both ES2555 Survey of Economics or equivalent and ES2560 Macroeconomics or equivalent.**

SP2750 Group Theory**A 4.5 credit hour Social Science course**

This course is an overview of the theory related to groups of people bonded by task or culture. Emphasis is on communication, critical thinking and group process theory, including social exchange theory, structuration theory, functional theory, group ethics, diversity and related communication conflicts, group decision-making, creativity, leadership and gender. **Prerequisite: EN1320 Composition I or equivalent**

MA3110 Statistics**A 4.5 credit hour Mathematics course**

This course introduces descriptive and inferential statistics. Topics include probability and probability distributions, confidence intervals, hypothesis testing and linear regression. **Prerequisites: EN1320 Composition I or equivalent, MA1210 College Mathematics I or equivalent**

PY3150 Psychology**A 4.5 credit hour Social Science course**

This course introduces psychological theories from behavioral, humanistic and biological viewpoints. Students apply the skills of critical thinking, observation, information gathering and analysis to practice social science and scientific methodology. **Prerequisite: EN1320 Composition I or equivalent**

SS3150 Research Methods**A 4.5 credit hour Social Science course**

This course introduces a step-by-step approach to conducting research. Topics include scientific reasoning, applying critical thinking principles to assess validity and reliability in research, and production of research-based documents. **Prerequisites: EN1420 Composition II or equivalent, MA3110 Statistics or equivalent or MA3310 Calculus I or equivalent**

EN3220 Written Analysis**A 4.5 credit hour Composition course**

This course introduces theories and principles of critical and creative thinking with the goal of analysis and production of comprehensive written documents. Focus is on critically evaluating ideas and arguments. **Prerequisites: EN1420 Composition II or equivalent, SS3150 Research Methods or equivalent**

MA3310 Calculus I**A 4.5 credit hour Mathematics course**

This course is an introduction to differential and integral calculus. Topics include limits, continuity, derivatives, antiderivatives and both definite and indefinite integrals. **Prerequisite: MA1310 College Mathematics II or equivalent**

MA3410 Calculus II**A 4.5 credit hour Mathematics course**

A continuation of Calculus I, this course introduces methods of integration, partial derivatives and double integration, integration and differentiation of the trigonometric and logarithmic functions, series and progressions, the Laplace transform, and differential equations. **Prerequisite: MA3310 Calculus I or equivalent**

SP3450 Social Psychology**A 4.5 credit hour Social Science course**

This course is a survey of theories and research concerned with how individuals behave in social constructs, and how they influence and are influenced by other people. **Prerequisites: EN1420 Composition II or equivalent, SS3150 Research Methods or equivalent**

HU4640 Ethics**A 4.5 credit hour Humanities course**

This course introduces fundamentals of, and differences in, the morals and rules of conduct among individuals. Focus is on the identification and analysis of a variety of theoretical moral constructs and their application to individual and personal behavior. **Prerequisite: EN3220 Written Analysis or equivalent**

SC4730 Environmental Science**A 4.5 credit hour Science course**

This course explores the issues of environmental science using an integrative approach against a political, geographic, cultural and economic backdrop. Through hands-on and virtual labs and applied problem sets, students will study the impact humans have on the environment and the costs and benefits of mitigating the impact. This course includes a laboratory component. **Prerequisites: EN1420 Composition II or equivalent, MA1210 College Mathematics I or equivalent**

Core Courses

AC1220 Accounting Principles I**4.5 credit hours**

This course involves accounting principles and presents accounting standards, inventory methods, depreciation, and financial components that comprise the income statement, balance sheet and statement of cash flows. Students will perform accounting exercises to solve business problems. **Prerequisite: GS1140 Problem Solving Theory or equivalent**

AC1320 Accounting Principles II**4.5 credit hours**

This course expands on the concepts taught in Accounting Principles I, and includes a broader analysis of financial statements and their components. Students study differences between long and short-term liabilities, stocks and bonds, and the uses of management versus financial accounting. **Prerequisite: AC1220 Accounting Principles I or equivalent**

AC1420 Financial Accounting**4.5 credit hours**

In this course, students practice producing financial statements using different classes of assets and inventory valuation methods. It includes the preparation of trial balances and the use of financial ratios to determine a measure of the financial health of a company. **Prerequisite: AC1320 Accounting Principles II or equivalent**

AC2520 Tax Preparation**4.5 credit hours**

In this course, students compare and contrast individual and corporate tax models and analyze the tax practice environment. Topics include the disposition of assets, accounting for tax expense, estate property valuation and auditing in the organization. **Prerequisite: AC1420 Financial Accounting or equivalent**

AC2620 Fundamentals of Managerial Accounting**4.5 credit hours**

In this course, students will analyze internal business accounting statements and accounting reports used for management planning and decision making. **Prerequisite: AC1420 Financial Accounting or equivalent**

AC2720 Cost Accounting**4.5 credit hours**

This course focuses on the evaluation of business cost elements and budgeting for future periods. Topics include cost analysis, variances, inventory costing and control of business finances. **Prerequisite: AC1420 Financial Accounting or equivalent**

AC2799 Accounting Capstone Project**4.5 credit hours**

This is a project course in which students solve an accounting problem that is designed to combine elements of courses in the program. The instructor must approve the scope and depth of the student's project and acts as a resource for the student during the execution of the project. A formal written document and presentation are required. **Prerequisites: Must be taken during the student's final quarter of study**

BU1110 Introduction to Business**4.5 credit hours**

This course explores fundamental processes of management, teamwork, motivation, customer satisfaction, and the production of goods and services. Students will examine ethical and social responsibilities for businesses, and compare business operations in U.S. companies to business operations in foreign countries.

BU1410 Management Information Systems**4.5 credit hours**

This course examines fundamentals of information systems used in business. Topics include choice of hardware and software, security, backup, virus protection, and the use of internal and external communication to solve business problems. **Prerequisite: BU1110 Introduction to Business or equivalent**

BU2620 Fundamentals of Business Communications**4.5 credit hours**

This course explores methods to create effective communications within the organization. Concentration is on collaborative communications, communicating bad-news messages and conducting persuasive presentations. Students practice with a variety of electronic and hard copy media and will give a professional presentation at the end of the course. **Prerequisite: EN1320 Composition I or equivalent**

BU2710 Advanced Business Productivity Software**3.0 credit hours**

This course focuses on the advanced use of business productivity software including complex assignments that require advanced formatting and functionality. Instruction will include embedding data and linking and combining documents using word processing, spreadsheets, databases, and/or presentation media software. This course examines the concepts found in the Microsoft Office Specialist (MOS) Master certification exam. **Prerequisite: GS1145 Strategies for the Technical Professional or equivalent**

BU2760 Business Law**4.5 credit hours**

This course examines the legal environment in business, focusing on legal and ethical issues. Students review tort law, criminal law, cyber crimes, contracts, bankruptcy, employment law and property law. **Prerequisites: BU1110 Introduction to Business or equivalent or PL1110 Introduction to Paralegal or equivalent, EN1320 Composition I or equivalent**

BU2799 Business Management Capstone Project**4.5 credit hours**

This is a project course in which students solve a business problem that is designed to combine elements of all of the courses in the program. The instructor must approve the scope and depth of the student's project and acts as a resource for the student during the execution of the project. A formal written document and presentation are required. **Prerequisites: Must be taken during the student's final quarter of study**

BU3110 Business Negotiation**4.5 credit hours**

This course examines topics in business negotiation, such as general contracts, labor agreements and sales contracts. Students will use standard scenarios to practice developing settlements that are fair for all parties involved in a negotiation. **Prerequisites: BU1110 Introduction to Business or equivalent or PM3110 Introduction to Project Management or equivalent, FN2640 Fundamentals of Finance or equivalent or FN3140 Accounting and Finance for Business or equivalent**

BU3210 Quality Management**4.5 credit hours**

This course explores quality principles, decision-making techniques, business compliance and quality processes and procedures. Students will study business cases to develop recommendations for improving the quality and compliance of an organization. **Prerequisites: MK2530 Fundamentals of Marketing or equivalent, MG2650 Fundamentals of Management or equivalent**

BU3310 Operations Management**4.5 credit hours**

This course examines operational workflow processes in a business organization. Topics include productivity measurement, operational efficiency, cost-effectiveness and designing need-to-product conversion workflows. **Prerequisite: MA3110 Statistics or equivalent**

BU3315 Quantitative Analysis**4.5 credit hours**

This course focuses on mathematical methods used in decision making. Topics include linear programming, queuing theory, transportation method and working under conditions of uncertainty to make choices that improve business outcomes. Students will use software to practice solving business problems. **Prerequisite: MA3110 Statistics or equivalent**

CJ1110 Introduction to Criminal Justice**4.5 credit hours**

This survey course introduces the scope, principles and purposes of the American criminal justice system with emphasis on criminology, forensics, law enforcement, courts, corrections and security.

CJ1210 Criminology**4.5 credit hours**

This course introduces the fundamentals of the causes and control of crime. **Prerequisite: CJ1110 Introduction to Criminal Justice or equivalent**

CJ1220 Fundamentals of Law Enforcement**4.5 credit hours**

This course provides an overview of policing and law enforcement, criminal justice administration and community policing. Topics include a historical and social review of policing with an emphasis on current trends and strategies used by modern law enforcement agencies to combat and prevent crime. **Prerequisite: CJ1110 Introduction to Criminal Justice or equivalent**

CJ1310 Criminal Justice Report Writing**4.5 credit hours**

This course introduces the process of documenting and writing clear, concise, complete and accurate reports common in criminal justice fields. **Prerequisites: CJ1110 Introduction to Criminal Justice or equivalent, EN1320 Composition I or equivalent**

CJ1320 Investigations**4.5 credit hours**

This course introduces the processes and procedures used in conducting investigations in criminal justice fields. Students will practice detection, investigation and solution of criminal justice problems. **Prerequisite: CJ1110 Introduction to Criminal Justice or equivalent**

CJ1440 Community Corrections**4.5 credit hours**

This course introduces fundamentals of the probation and parole system in the United States as well as other components of community corrections. **Prerequisite: CJ1210 Criminology or equivalent**

CJ1470 Criminalistics**4.5 credit hours**

This course introduces modern methods used to examine and investigate evidence. This course includes problem sets and a laboratory component. **Prerequisite: CJ1320 Investigations or equivalent**

CJ2570 Forensic Technology**4.5 credit hours**

This course is a continuation of the study of forensics begun in the Criminalistics course. Students use principles of forensics and technology tools to further examine evidence and recreate crime scenes. **Prerequisite: CJ1470 Criminalistics or equivalent**

CJ2640 The American Jail**4.5 credit hours**

This course introduces the process and procedures used in jailing in the United States, including security, booking, operations and jail programs. Topics include the relationship between courts and jails. **Prerequisite: CJ1210 Criminology or equivalent**

CJ2650 Security Operations and Management**4.5 credit hours**

This course introduces fundamentals of planning, resource allocation, risk management and implementation of a prepared plan in providing security and in times of crisis. **Prerequisite: CJ1110 Introduction to Criminal Justice or equivalent**

CJ2670 Computer Forensics**4.5 credit hours**

This course introduces fundamentals of securing a crime scene and gathering evidence from computers used in a crime. **Prerequisite: CJ1110 Introduction to Criminal Justice or equivalent**

CJ2699 Criminal Justice Externship**4.5 credit hours**

This course provides students with an opportunity to apply knowledge and skills acquired in the program in a real world experience for 135 hours. **Prerequisites: Completion of a minimum of 67 credits earned in the program of study**

CJ2799 Criminology and Forensic Technology Capstone Project**4.5 credit hours**

This is a culminating course in the Criminology and Forensic Technology program. Students are given the opportunity to demonstrate skills and knowledge developed from courses in the program. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of CJ2570 Forensic Technology or equivalent**

DT1110 Introduction to Drafting and Design Technology**4.5 credit hours**

This course introduces technical drafting and design practices. Topics include lettering, metric construction, technical sketching, orthographic projection, sections, intersections, development, fasteners, theory and applications of dimensioning and tolerances, pictorial drawing, and the preparation of working and detailed drawings.

DT1210 Rapid Visualization Techniques**4.5 credit hours**

This course introduces the concepts of rapid communication of design topics utilizing techniques of freehand drawing and their application to technical sketching and design visualization. Hands-on projects include drawing of two- and three-dimensional shapes and objects, spatial thinking and eye-hand coordination in relation to the practice of drafting and design.

DT1230 CAD Methods**4.5 credit hours**

This course examines computer-aided drafting (CAD) techniques utilizing CAD equipment. Hands-on projects include geometric construction, various projections, sections, auxiliaries, dimensioning, sketching, and detail drawing that is practiced and applied using proper CAD procedures. Maintenance of CAD drawing files through the use of operating system commands is applied and stressed.

Prerequisite: DT1110 Introduction to Drafting and Design Technology or equivalent

DT1320 Building Information Modeling (BIM)**4.5 credit hours**

This course examines architectural planning and design utilizing Building Information Management (BIM) techniques. Fundamental design methods and practices for the creation of architectural drawings are presented, with emphasis on the content of the drawings and the production skills. Topics include the development of floor plans, elevations and sections of building projects. **Prerequisite:**

DT1230 CAD Methods or equivalent

DT1325 Sustainability in Design**4.5 credit hours**

In this course, students investigate the challenges of implementing sustainability in a variety of contexts, from the perspectives of climate change, energy use, natural resource use and ecosystems/land use. Students explore current trends of sustainability as it applies to design, manufacturing and building. Topics include materials, manufacturing techniques, new technologies, renewable resources and product life cycle analysis. **Prerequisite: DT1230 CAD Methods or equivalent**

DT1410 Materials and Processes in Design**4.5 credit hours**

This course emphasizes the materials and processes used in manufacturing and construction. Students are introduced to a variety of construction and manufacturing materials, machine tools and tooling used in a variety of processes. Emphasis is placed on terminology and function.

DT1430 Parametric Modeling**4.5 credit hours**

This course examines the creation of parametric models utilizing design software. Topics include working with constrained geometry, creating and documenting assemblies, and advanced part modeling techniques. **Prerequisite: DT1230 CAD Methods or equivalent**

DT2510 Advanced CAD Methods**4.5 credit hours**

This is a course in computer-aided design for the advanced CAD user. Students utilize a typical CAD system to design and analyze mechanical systems, architectural structures and other devices. This course reinforces CAD skills studied in the CAD Methods course.

Prerequisite: DT1230 CAD Methods or equivalent

DT2520 3D Civil Drafting**4.5 credit hours**

This course provides an introduction to civil drafting and design using surveying and engineering data to draw civil engineering plans. Topics include legal descriptions, plan and profile drawings, topographic mapping, cross-sections and required calculations.

Prerequisite: DT1320 Building Information Modeling (BIM) or equivalent

DT2630 3D Modeling and Visualization**4.5 credit hours**

This course explores 3D modeling, the application of realistic textures, lighting principles and techniques for the use of camera types. An emphasis is placed on industry trends and issues pertaining to rendering output for different mediums. **Prerequisite: DT1320**

Building Information Modeling (BIM) or equivalent

DT2740 Advanced CAD Methods using AutoCAD**3.0 credit hours**

This course focuses on the tools, features and common tasks of AutoCAD. Topics will include altering objects, annotations, creating template content, creating additional drawing objects, dimensioning, drawing organization and inquiry commands, hatching objects, inserting and managing external references, isolating or hiding displayed objects, manipulating objects, layouts and visibility, printing and plotting, and reusable content. Students will demonstrate competency using all the AutoCAD commands and features. This course examines the concepts found in the AutoCAD Certified Professional certification exam. **Prerequisite: DT2510 Advanced CAD**

Methods or equivalent

DT2799 Drafting and Design Technology Capstone Project**4.5 credit hours**

An introduction to the theory and practical development, planning, management and presentation of a drafting project from start to finish. Topics include techniques of project planning, project design and execution, documentation and presentation. Students are required to apply project management techniques to a Capstone Project. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of DT1320 Building Information Modeling (BIM) or equivalent and DT1430 Parametric Modeling or equivalent**

ET1210 DC-AC Electronics**4.5 credit hours**

This course examines properties and operations of electronics systems and circuits. Topics include types of circuits, electromagnetism, frequency, capacitance, transformers and voltage. Students apply electronics laws to solve circuit problems. **Prerequisite or Corequisite: MA1210 College Mathematics I or equivalent**

ET1220 Digital Fundamentals**4.5 credit hours**

In this course, students examine the differences between analog and digital signals. Topics include transmission methods, binary data, logic operations, logic circuits, logic symbols, registers and counters. **Prerequisite: ET1210 DC-AC Electronics or equivalent; Prerequisite or Corequisite: MA1210 College Mathematics I or equivalent**

ET1310 Solid State Devices**4.5 credit hours**

In this course, students study a variety of electronic devices, such as semiconductors, diodes, transistors and amplifiers. Bias circuits and methods and switching applications are discussed. Students analyze circuits and troubleshoot a power supply. **Prerequisite: ET1210 DC-AC Electronics or equivalent**

ET1410 Integrated Circuits**4.5 credit hours**

This course explores principles of operational amplifier circuits (op-amps), AC and DC parameters and applications for power amplifiers, feedback, oscillation and line and load regulation. Students analyze and troubleshoot op-amp circuits. **Prerequisite: ET1310 Solid State Devices or equivalent**

ET2530 Electronic Communications**4.5 credit hours**

In this course, students explore topics of electronic communications, such as the electromagnetic frequency spectrum, frequency bands, modulation, digital data, antennas, transmission lines and loads, government services and fiber optics. Exercises include diagramming modern transmitter and receiver components, plotting impedances, and making line and load conversions. **Prerequisites: ET1410 Integrated Circuits or equivalent, ET1220 Digital Fundamentals or equivalent, MA1310 College Mathematics II or equivalent**

ET2560 Introduction to C Programming**4.5 credit hours**

This course is designed to help students understand the fundamental concepts and terminology of computer programming and practical skills used in designing, writing and debugging simple computer programs in C. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

ET2640 Microprocessors and Microcontrollers**4.5 credit hours**

This course examines the creation, assembly, features, function, programming and product applications of contemporary microprocessors and microcontrollers. Students perform exercises in planning, designing, implementing and debugging functional microcontrollers. **Prerequisites: ET1220 Digital Fundamentals or equivalent, ET1410 Integrated Circuits or equivalent, ET2560 Introduction to C Programming or equivalent**

ET2750 Programmable Logic Controllers**4.5 credit hours**

In this course, students study components, operations, maintenance and troubleshooting of programmable logic controllers (PLC). Topics include I/O addressing, ladder schematics, scan sequence, sensors, actuators, controls, data manipulation methods, timers and counters, sequencers and shift-registers. Students have a PLC project in this course. **Prerequisites: ET1220 Digital Fundamentals or equivalent, ET1410 Integrated Circuits or equivalent**

ET2760 Advanced PLC Programming**3.0 credit hours**

This course focuses on the advanced use of core Programmable Logic Controllers (PLC) programming skills. The student will be required to demonstrate mastery of skills to create, modify, and troubleshoot PLC systems. This course examines the concepts found in the S7 Certified Programmer certification exam. **Prerequisite: ET2750 Programmable Logic Controllers or equivalent**

ET2799 Electrical Engineering Technology Capstone Project**4.5 credit hours**

Final capstone project with fundamental review provides students with a design experience and integration of knowledge in electronics and computers gained in previous coursework, as well as a means to practice problem solving and teamwork, project management, technical writing skills and project presentation skills. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of ET2640 Microprocessors and Microcontrollers or equivalent**

ET3110 Networking and Communications**4.5 credit hours**

This course explores concepts of data communications and networking. Topics include basic data communications networks and systems, local area networks, internetworks and the Internet. **Prerequisite: NT1210 Introduction to Networking or equivalent**

ET3150 Automatic Industrial Control**4.5 credit hours**

This course examines process control technology. Topics include analog and digital signal conditioning, sensors, final control operation, discrete-state process control, digital control and controllers. **Prerequisites: ET1220 Digital Fundamentals or equivalent, ET1410 Integrated Circuits or equivalent**

ET3220 Mobile Wireless Technology**4.5 credit hours**

This course introduces mobile technology and wireless communications and their practical applications. Topics include wireless communications systems, mobile devices and mobile networking. **Prerequisite: ET3110 Networking and Communications or equivalent**

ET3280 Electrical Machines and Energy Conversion**4.5 credit hours**

In this course, students study concepts of basic energy conversion and physical phenomena in electrical machine operation. Topics include magnetic materials and circuits, motors, generators, transformers and induction machines, synchronous machines and alternators. **Prerequisites: ET1210 DC-AC Electronics or equivalent, PH2530 Physics or equivalent**

ET3330 Telecommunications Systems and Technology**4.5 credit hours**

This course explores concepts and applications of telecommunications systems and technology. Emphasis is on technical aspects of digital communications systems with digital signal processing, transmission, reception, storage and retrieval of information. **Prerequisite: ET2530 Electronic Communications or equivalent**

ET3380 Power Electronics**4.5 credit hours**

This course introduces principles and applications of power electronics. Topics include electric power conversion, conditioning and control, power devices and switches, switching techniques, rectifiers, converters and inverters, and switching power supplies. **Prerequisites: ET1410 Integrated Circuits or equivalent, ET3280 Electrical Machines and Energy Conversion or equivalent**

ET3430 Fiber Optic Communications**4.5 credit hours**

This course explores concepts of fiber optic communication systems. Topics include light sources, optical fibers and their properties, optical amplifiers, optical transmitters and receivers, communications systems and optical networks. **Prerequisite: ET3330 Telecommunications Systems and Technology or equivalent**

ET3480 Power Systems**4.5 credit hours**

In this course, students study energy conversion, elements and the structure and operation of electric power systems. Topics include generators, transformers, load flow and power distribution, and the operation and analysis of power systems. **Prerequisite: ET3380 Power Electronics or equivalent**

ET4560 C++ Programming**4.5 credit hours**

This course introduces concepts of object oriented programming and provides hands-on exercises in C++ programming. Areas of instruction include primitive data types, control structures, functions, pass-by-value, pass-by-reference, array, pointers, C-strings, recursion, class and objects, file input and output, operator overloading and inheritance. **Prerequisite: ET2560 Introduction to C Programming or equivalent**

ET4580 Green Energy Technology**4.5 credit hours**

This course explores concepts and applications of renewable energy technology. Topics include types of renewable energy technology, such as wind energy, solar power, hydro-electric energy, bio-energy, tidal power, wave energy, geothermal energy, ocean thermal power and fuel cells. **Prerequisite: ET3480 Power Systems or equivalent**

ET4640 Embedded Systems**4.5 credit hours**

This course examines microcontrollers and their applications in embedded systems. Emphasis is on effective programming, interfacing and implementing a microcontroller. **Prerequisites: ET2560 Introduction to C Programming or equivalent, ET2640 Microprocessors and Microcontrollers or equivalent**

ET4671 Electronic Circuit Analysis**4.5 credit hours**

This course involves methods of analysis for analog circuits. Topics include transient and steady-state analysis of circuit response using techniques such as differential equations, Laplace transforms and computer-aided circuit simulation programs, transfer functions and Fourier techniques. **Prerequisites: ET1220 Digital Fundamentals or equivalent, ET1410 Integrated Circuits or equivalent, MA3410 Calculus II or equivalent**

ET4771 Electronic Circuit Design**4.5 credit hours**

This course examines the design of electronic circuits, and includes a laboratory that utilizes computer-aided software tools for circuit design and simulation. Topics include active filters, time and frequency analysis, and modeling and simulations. **Prerequisite: ET4671 Electronic Circuit Analysis or equivalent**

ET4799 Electrical Engineering and Communications Technology Capstone Project**4.5 credit hours**

This is a project course in which students solve a technical problem that is designed to combine elements of courses in the program. The instructor must approve the scope and depth of the student's project and acts as a resource for the student during the execution of the project. A formal written document and presentation are required. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study**

FN2640 Fundamentals of Finance**4.5 credit hours**

This course examines factors included in financial decision-making, such as return on investment, financial planning, budgeting and the comparison of different corporate investments. It also covers the timing of cash flow and its impact on the desirability of investments. **Prerequisites: MA1210 College Mathematics I or equivalent, AC1420 Financial Accounting or equivalent**

FN3140 Accounting and Finance for Business**4.5 credit hours**

In this course, students will analyze the cost structure and timing of cash flows in a business, and use the budget and financial performance of the business as the basis to evaluate the attractiveness of its capital investments.

IE1110 Introduction to Industrial Engineering Technology**4.5 credit hours**

This course introduces industrial engineering and the evolution of its approach in solving problems. Topics include an overview of industrial engineering, concept and scope of industrial engineering, the evolution of the industrial engineering approach, concepts of manufacturing systems, design of manufacturing systems, operation and management of manufacturing systems, and industrial engineering education, profession and ethics.

IE1210 Manufacturing Processes**4.5 credit hours**

This course is an overview of manufacturing technology and its basic working principles. Topics include basic modern manufacturing processes and quality control measures. **Prerequisite: IE1110 Introduction to Industrial Engineering Technology or equivalent**

IE1215 Basic Industrial Engineering Graphics**4.5 credit hours**

This course examines methods of documenting the engineering of a product in process planning and production planning. Topics include introduction to design, design using CAD, geometric construction, sketching, lettering, lines, 3D drawing, orthographic projection, auxiliary views, dimensioning and tolerancing, tolerance and fit, assembly and exploded assembly models, thread, fastener, springs, bill of material, documentation and working drawings, and parametric modeling. Students also study how to read engineering drawings and produce a bill of material for a product. **Prerequisite: IE1110 Introduction to Industrial Engineering Technology or equivalent**

IE1310 Work Measurements**4.5 credit hours**

This course introduces principles and practices of work analysis and work measurement. Students will explore productivity improvement techniques, such as work simplification, motion economy, and time and motion studies. Topics include the design and standardization of work methods. **Prerequisites: IE1110 Introduction to Industrial Engineering Technology or equivalent, IE1210 Manufacturing Processes or equivalent**

IE1320 Lean Manufacturing**4.5 credit hours**

This course explores terminology and benefits of lean manufacturing. Topics include simplification and standardization of workflow, managing capacity and eliminating waste in the production process. **Prerequisite: IE1210 Manufacturing Processes or equivalent**

IE1410 Human Factors**4.5 credit hours**

This course introduces human factors in the work environment. It focuses on using industrial engineering to improve productivity by adapting the work environment to human capabilities. **Prerequisite: IE1210 Manufacturing Processes or equivalent**

IE1420 Statistical Process Control**4.5 credit hours**

This course introduces statistical concepts and application, such as X-bar and R-charts, p-charts, u-charts, c-charts, and basic quality management concepts. **Prerequisite: MA1310 College Mathematics II or equivalent**

IE2510 Industrial Safety**4.5 credit hours**

This course introduces safety programs used in industry. Topics include three key techniques for increasing safety in the workplace: preliminary hazard analysis, failure modes and effects analysis, and OSHA hazard analysis and safety review requirements.

Prerequisite: IE1110 Introduction to Industrial Engineering Technology or equivalent

IE2515 Facilities Design**4.5 credit hours**

This course explores the theory of facility design. Topics include the scope of facility planning, facility layout planning procedures, systematic layout planning, non-production activity, production activity, computer-aided layout design, selection evaluation and implementation, and group technology layout. **Prerequisites: IE1215 Basic Industrial Engineering Graphics or equivalent, IE1310 Work Measurements or equivalent**

IE2620 Cost Estimating**4.5 credit hours**

This course introduces cost estimating for labor, materials and overhead for products, systems and projects. Topics include budgets and cost accounting. **Prerequisite: IE1320 Lean Manufacturing or equivalent**

IE2799 Industrial Engineering Technology Capstone**4.5 credit hours**

This course provides an opportunity for students to work on a comprehensive project that includes designing or improving an integrated system. The project is designed to combine elements of courses in the program of study. **Prerequisites: Completion of a minimum of 75 credits earned in the program of study including IE1320 Lean Manufacturing or equivalent and IE2515 Facilities Design or equivalent**

IS3110 Risk Management in Information Technology Security**4.5 credit hours**

This course addresses how risk, threats and vulnerabilities impact information systems in the context of risk management. Topics include methods of assessing, analyzing and managing risks, defining an acceptable level of risk for information systems, and identifying elements of a business impact analysis, a business continuity plan and a disaster recovery plan. **Prerequisite: NT2580 Introduction to Information Security or equivalent**

IS3120 Network Communications Infrastructure**4.5 credit hours**

This course explores the convergence of computer networking and telecommunications technologies. Capabilities and limitations of converged networking infrastructure are analyzed through voice, data and video applications in relation to performance, management and security challenges. **Prerequisites: NT2640 IP Networking or equivalent, NT2670 Email and Web Services or equivalent**

IS3220 Information Technology Infrastructure Security**4.5 credit hours**

This course examines security challenges encountered on backbone networks in an information and communications infrastructure. Topics include methods of tightening infrastructure security, a variety of tools for monitoring and managing infrastructure security and commonly-used technologies, such as firewalls and VPNs. **Prerequisite: IS3120 Network Communications Infrastructure or equivalent**

IS3230 Access Security**4.5 credit hours**

This course explores the concept of controlling access to information systems and applications. Topics include access, authentication and accounting for end-users and system administrators, and security controls for access control including tokens and public key infrastructures (PKIs). **Prerequisite: NT2580 Introduction to Information Security or equivalent**

IS3340 Windows Security**4.5 credit hours**

This course examines security implementations for a variety of Windows platforms and applications. Areas of study include analysis of the security architecture of Windows systems. Students will identify and examine security risks and apply tools and methods to address security issues in the Windows environment. **Prerequisite: NT2580 Introduction to Information Security or equivalent**

IS3350 Security Issues in Legal Context**4.5 credit hours**

This course provides an overview of legal processes involved in implementing and maintaining information systems security. Students will study security violations and breaches in relation to pertinent laws and regulations, and will use case studies to analyze legal impacts of information security issues. **Prerequisites:** NT2580 Introduction to Information Security or equivalent, IS3110 Risk Management in Information Technology Security or equivalent

IS3440 Linux Security**4.5 credit hours**

This course examines threats, vulnerabilities and other security issues in Linux operating systems and applications in the Linux environment. Students will practice using different methods, tools and techniques to secure Linux operating systems and applications. **Prerequisite:** NT1430 Linux Networking or equivalent

IS3445 Security for Web Applications and Social Networking**4.5 credit hours**

In this course, students will analyze security implications of information exchange on the Internet and via Web-based applications. Topics include methods and techniques to identify and countermeasure risks, threats and vulnerabilities for Web-based applications, and to mitigate risks associated with Web applications and social networking. **Prerequisite:** NT2640 IP Networking or equivalent

IS4550 Security Policies and Implementation**4.5 credit hours**

This course explores security policies that protect and maintain an organization's network and information systems assets. Topics include the effects of organizational culture, behavior and communications styles on generating, enforcing and maintaining security policies. **Prerequisite:** IS3110 Risk Management in Information Technology Security or equivalent

IS4560 Hacking and Countermeasures**4.5 credit hours**

This course explores hacking techniques and countermeasures. Topics include network systems penetration tools and techniques for identifying vulnerabilities and security holes in operating systems and software applications. Students will practice ethical hacking procedures to attempt unauthorized access to target systems and data, and incident handling procedures in the case of an information security compromise. **Prerequisite:** NT2580 Introduction to Information Security or equivalent

IS4670 Cybercrime Forensics**4.5 credit hours**

This course explores cybercrime, security threats and legal considerations facing cybersecurity professionals in dealing with the discovery, investigation and prosecution of cybercrimes. Students will study tools used by computer forensic professionals for investigating cybercrimes, and the use of these tools for the collection, examination and preservation of evidence for prosecution. **Prerequisites:** IS3350 Security Issues in Legal Context or equivalent, IS4560 Hacking and Countermeasures or equivalent

IS4680 Security Auditing for Compliance**4.5 credit hours**

This course examines principles, approaches and methodology used in auditing information systems security to ensure processes and procedures are in compliance with pertinent laws and regulatory provisions. **Prerequisite:** IS3350 Security Issues in Legal Context or equivalent

IS4690 Advanced Information Security Practices**4.5 credit hours**

This course examines the industry standards and practices related to information security as defined by the Certified Information Systems Security Professional (CISSP) certification. Instruction will include organizational and operational security, communications and infrastructure, basic cryptography, and compliance concerns. This course examines the concepts found in the CISSP certification exam. **Prerequisites or Corequisites:** IS4670 Cybercrime Forensics or equivalent, IS4680 Security Auditing for Compliance or equivalent

IS4799 Information Systems and Cybersecurity Capstone Project**4.5 credit hours**

This course serves as a comprehensive assessment of knowledge and skills in information systems and cybersecurity. Activities include research into selected security problems and planning, designing and implementing security solutions for a user organization. **Prerequisites:** Completion of a minimum of 171 credits earned in the program of study including IS4670 Cybercrime Forensics or equivalent

LE1430 Fundamentals of Criminal Law**4.5 credits hours**

This course is an overview of criminal law, criminal procedures and crimes against person, property or public order. Students also explore the distinction between criminal law and civil law. **Prerequisites:** EN1320 Composition I or equivalent, PL1110 Introduction to Paralegal or equivalent or CJ1110 Introduction to Criminal Justice or equivalent

MG1350 Fundamentals of Supervision**4.5 credit hours**

This course is an overview of the role of supervision in business. Students examine the challenges of motivation, communication, health and safety issues, collective bargaining and ethical conduct in the workplace. **Prerequisite: BU1110 Introduction to Business or equivalent**

MG2650 Fundamentals of Management**4.5 credit hours**

This course explores the concept that supervision and management are related, but involve different styles. It reviews where management fits in the organization chart and how managers motivate employees for best organizational results. Concentration is on management's responsibility to bring value to shareholders through the execution of traditional management functions. **Prerequisite: MG1350 Fundamentals of Supervision or equivalent**

MG3250 Trends in Leadership**4.5 credit hours**

This course presents a variety of topics in leadership, including leadership theory, leadership framework, leadership styles, and trends and challenges in leadership. **Prerequisite: MG2650 Fundamentals of Management or equivalent**

MG4550 Management of Business Teams**4.5 credit hours**

This course examines methods used to manage business teams in which all participants may not be at the same location. Emphasis is on managing both internal and external teams, empowering team members, cooperation and competition, and problem solving techniques. **Prerequisite: MG3250 Trends in Leadership or equivalent**

MG4650 Team Leadership**4.5 credit hours**

In this course, through case studies, scenarios and simulations, students will study leadership perspectives as applicable to the role of team manager. Topics include methods to motivate team performance, managing a project team and evaluating team success.

Prerequisite: MG3250 Trends in Leadership or equivalent or PM4530 Management of Global Projects or equivalent

MK2530 Fundamentals of Marketing**4.5 credit hours**

This course provides an overview of elements of a marketing plan, market segmentation, product and service mix and global competitive forces. The culminating project includes the completion of a marketing plan for a new product or service. **Prerequisite: BU1110 Introduction to Business or equivalent**

NT1110 Computer Structure and Logic**4.5 credit hours**

The organization of a computer is examined in a typical operating systems environment. Terminology and underlying principles related to major computer functions are discussed in the context of hardware and software environments.

NT1210 Introduction to Networking**4.5 credit hours**

This course serves as a foundation for the study of computer networking technologies. Concepts in data communications, such as signaling, coding and decoding, multiplexing, circuit switching and packet switching, OSI and TCP/IP models, LAN/WAN protocols, network devices and their functions, topologies and capabilities are discussed. Industry standards and the development of networking technologies are surveyed in conjunction with a basic awareness of software and hardware components used in typical networking and internetworking environments. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

NT1230 Client-Server Networking I**4.5 credit hours**

This course introduces operating principles for the client-server based networking systems. Students will examine processes and procedures involving the installation, configuration, maintenance, troubleshooting and routine administrative tasks of popular desktop operating system(s) for standalone and network client computers, and related aspects of typical network server functions. **Prerequisite or Corequisite: NT1210 Introduction to Networking or equivalent**

NT1310 Physical Networking**4.5 credit hours**

This course examines industry standards and practices involving the physical components of networking technologies (such as wiring standards and practices, various media and interconnection components), networking devices and their specifications and functions. Students will practice designing physical network solutions based on appropriate capacity planning and implementing various installation, testing and troubleshooting techniques for a computer network. **Prerequisite: NT1210 Introduction to Networking or equivalent**

NT1330 Client-Server Networking II**4.5 credit hours**

The typical network server operating system and its functions are the focus of this course. Areas of study include installation, configuration, maintenance and routine administrative tasks of the network services provided by the server in relation to its clients and other servers. **Prerequisite: NT1230 Client-Server Networking I or equivalent**

NT1410 Operating Systems**4.5 credit hours**

This course provides an overview of common operating systems. Topics include architecture, functions, and features of various operating systems. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

NT1430 Linux Networking**4.5 credit hours**

This course covers system and network administrative tasks associated to Linux-based components on a network. Routine tasks in installation, configuration, maintenance, and troubleshooting of Linux workstations and servers will be discussed with emphasis on the network services provided by open source solutions. **Prerequisite: NT1210 Introduction to Networking or equivalent**

NT2580 Introduction to Information Security**4.5 credit hours**

This course provides an overview of security challenges and strategies of counter measures in the information systems environment. Topics include definitions of terms, concepts, elements and goals incorporating industry standards and practices with a focus on availability, vulnerability, integrity and confidentiality aspects of information systems. **Prerequisites: NT1330 Client-Server Networking II or equivalent, NT1430 Linux Networking or equivalent**

NT2640 IP Networking**4.5 credit hours**

This course explores network design and implementation by applying the TCP/IP protocols to provide connectivity and associated services. Planning and deployment of network addressing structures, as well as router and switch configurations, are also examined. **Prerequisite: NT1210 Introduction to Networking or equivalent**

NT2670 Email and Web Services**4.5 credit hours**

This course explores common network-based services such as Web services, email and FTP in a given server operating systems environment. Related security issues will also be studied. **Prerequisites: NT1330 Client-Server Networking II or equivalent, NT1430 Linux Networking or equivalent**

NT2710 Advanced Computer Maintenance, Troubleshooting, and Repair**3.0 credit hours**

This course is an intensive study of PC hardware and software including physical devices, BIOS, operating systems, and applications. Instruction will include installation, configuration, troubleshooting, and repairing software and hardware implementations. This course examines the concepts found in the CompTIA A+ certification exam. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

NT2730 Advanced Server Operating Systems**3.0 credit hours**

This course is an intensive study of the server operating system including installation, configuration, management, core infrastructure services, policies and permissions, and virtualization. This course examines the concepts found in the Microsoft Certified Professional Installing and Configuring Windows Server 2012 certification exam. **Prerequisite: NT2670 Email and Web Services or equivalent**

NT2731 Advanced Server and Storage Infrastructure**3.0 credit hours**

This course is an intensive study of common solutions for servers and storage devices in business environments. Instruction will include topics for the HP ATA – Servers and Storage certification. This course examines the concepts found in the HP Accredited Technical Associate (ATA) certification exam. **Prerequisite: NT2670 Email and Web Services or equivalent**

NT2732 AIX Operating System Administration**3.0 credit hours**

This course is an intensive study of the AIX enterprise server operating system including installation, configuration, backup and recovery, and user administration. This course examines the concepts found in the IBM Certified Associate System Administrator - AIX 7 certification exam. **Prerequisite: NT2670 Email and Web Services or equivalent**

NT2735 Advanced Linux Server Operating Systems**3.0 credit hours**

This course is an intensive study of the Linux enterprise server operating system including installation, configuration, backup and recovery, management, core infrastructure services, and user administration. This course also examines the concepts found in the Red Hat Certified System Administrator (RHCSA) certification exam. **Prerequisite: NT2670 Email and Web Services or equivalent**

NT2740 Advanced Networking Devices**3.0 credit hours**

This course is an intensive study of routers, switches, and other computer and telecommunication network devices. Instruction will include network and routing protocols, local and wide area networks, and VLANs as well as device configuration, management, and troubleshooting. This course examines the concepts found in the Cisco Certified Entry Networking Technician (CCENT) certification exam. **Prerequisite: NT2640 IP Networking or equivalent**

NT2799 Network Systems Administration Capstone Project**4.5 credit hours**

This course provides an opportunity for students to work on a comprehensive project that includes the design, planning and implementation of a network solution for solving specific business problems. Common project management processes are applied to identify deliverables and outcomes of the project. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of NT2640 IP Networking or equivalent**

PL1110 Introduction to Paralegal**4.5 credit hours**

This course provides an overview of the paralegal's role in the legal services industry, including an introduction to client interaction, case preparation, legal research, courtroom assistance and related ethical considerations. The structure of the American legal system and its processes are examined.

PM3110 Introduction to Project Management**4.5 credit hours**

This course explores the discipline of project management. Topics include characteristics and phases of a project, the project life cycle, project process groups, project knowledge areas and project standards. Students will compare project management to program management.

PM3140 Systems Analysis**4.5 credit hours**

This course explores information systems infrastructure at an enterprise level. Topics include identifying business requirements for information systems solutions, evaluating effectiveness of IT processes, design, analysis and implementation issues in information systems, and infrastructure capacity and capability. **Prerequisite: PT1420 Introduction to Programming or equivalent**

PM3150 Construction Techniques**4.5 credit hours**

This course examines building techniques and construction materials. Topics include basic materials and installation methods for construction, site-work, concrete, masonry, metals, curtain-walls and finishes.

PM3220 Project Communication and Documentation**4.5 credit hours**

This course explores a variety of project documents, project communications and the management of multiple projects within the same time period. Students will prepare and analyze primary project documents, such as project management plans, requirements documents and baselines, and will study different forms of project communications. **Prerequisite: PM3110 Introduction to Project Management or equivalent**

PM3225 Project Management Tools and Techniques**4.5 credit hours**

This course introduces tools and techniques used in project management. Topics include defining project scope, identifying and tracking project risks, and evaluating, controlling and closing a project. Project management software is used to develop an integrated project plan and create a project work breakdown structure and schedule. **Prerequisite: PM3110 Introduction to Project Management or equivalent**

PM3320 Project Cost and Budget Management**4.5 credit hours**

This course examines the importance of cost management in executing a project plan and incorporates the elements of mid-course changes and cash flow management. Topics include cost estimation, creating a realistic baseline, evaluating project performance and presenting project benefits to the customer. **Prerequisite: PM3110 Introduction to Project Management or equivalent**

PM3325 Project Quality Management**4.5 credit hours**

This course provides an applied review of quality principles related to projects. Topics include problem solving tools, such as flow charts, checklists, cause and effect diagrams, and audit techniques to assess compliance with company-documented processes. **Prerequisites: MA3110 Statistics or equivalent, PM3225 Project Management Tools and Techniques or equivalent**

PM3420 Procurement and Contract Management**4.5 credit hours**

This course examines the preparation and analysis of a project procurement plan, following guidelines described in the PMBOK® Guide. Topics include logistics, ethics, closure and administration of the procurement process, including required documentation.

Prerequisite: PM3225 Project Management Tools and Techniques or equivalent

PM3440 Project Management for Information Technology**4.5 credit hours**

This course examines the characteristics of IT-specific projects. Students will study a variety of approaches to managing IT projects.

Prerequisite: PM3140 Systems Analysis or equivalent

PM3450 Building Codes**4.5 credit hours**

This course explores structural, mechanical, electrical and plumbing building codes. Topics include references to organizations responsible for developing building codes and zoning ordinances, and the role of inspections in ensuring compliance with building codes. **Prerequisite: PM3150 Construction Techniques or equivalent**

PM4530 Management of Global Projects**4.5 credit hours**

This course explores the management of multi-cultural, multi-national projects. Topics include leading virtual meetings and building trust and cooperation among teams that have different work standards. **Prerequisite: PM3225 Project Management Tools and Techniques or equivalent**

PM4540 Managing Software Development Projects**4.5 credit hours**

This course explores basic principles of software development project management. Students will study a variety of software development methods and models. Focus is on application of the software development lifecycle (SDLC) to project planning and management. **Prerequisite: PM3440 Project Management for Information Technology or equivalent**

PM4550 Construction Cost Estimating**4.5 credit hours**

In this course, students study the estimation of direct and indirect construction project costs, such as labor, material and equipment. Topics include overhead and profit, bidding and computer-based estimating. **Prerequisite: PM3150 Construction Techniques or equivalent**

PM4620 Project Risk Management**4.5 credit hours**

This course examines the process of assessing and managing risk in a project. Topics include developing a project risk management plan, identifying and documenting risk in a project, performing qualitative and quantitative risk analyses, planning risk responses and applying PMBOK® and PMI® standards to a project. **Prerequisites: MA3110 Statistics or equivalent, PM3225 Project Management Tools and Techniques or equivalent**

PM4650 Construction Project Scheduling**4.5 credit hours**

This course examines the planning and scheduling of construction projects. Topics include time schedules for materials, labor and equipment, and the use of communication tools in construction project planning. **Prerequisite: PM3150 Construction Techniques or equivalent**

PM4790 Advanced Project Management**4.5 credit hours**

Using the Guide to the Project Management Book of Knowledge (PMBOK Guide) Fifth Edition, this course is an advanced review of each knowledge area and process group. Students will be required to demonstrate their understanding of the fundamental knowledge, terminology and processes of effective project management. This course examines the concepts found in the PMP (Project Management Professional) and CAPM (Certified Associate in Project Management) certification exams. **Prerequisites: PM3110 Introduction to Project Management or equivalent, PM3220 Project Communication and Documentation or equivalent, PM3225 Project Management Tools and Techniques or equivalent**

PM4795 Project Management and Administration – Information Technology Option Capstone Project**4.5 credit hours**

This is a project course, designed to combine elements of courses in the program, in which students develop and present a formal, detailed and comprehensive project management plan. A formal written document and presentation are required. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study including PM4540 Managing Software Development Projects or equivalent**

PM4797 Project Management and Administration – Construction Option Capstone Project**4.5 credit hours**

This is a project course, designed to combine elements of courses in the program, in which students develop and present a formal, detailed and comprehensive project management plan. A formal written document and presentation are required. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study**

PM4799 Project Management and Administration Capstone Project**4.5 credit hours**

This is a project course, designed to combine elements of courses in the program, in which students develop and present a formal, detailed and comprehensive project management plan. A formal written document and presentation are required. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study**

PT1420 Introduction to Programming**4.5 credit hours**

This course serves as a foundation for understanding the logical function and process of computer programming. Basic computer programming knowledge and skills in logic and syntax will be covered. Coding convention and procedures will be discussed relevant to the given programming language environment. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

PT2520 Database Concepts**4.5 credit hours**

This course introduces the basic concepts in databases and their applications. Topics include database history, structure, objects, relational database management systems (RDBMS) and introductory Structured Query Language (SQL). **Prerequisite: PT1420 Introduction to Programming or equivalent**

SD1230 Introduction to Application Design and Development**4.5 credit hours**

This course provides an overview of the desktop and mobile application industry, technologies and development environment. Topics include platforms and tools, market trends, and the impact on the economy and society. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

SD1240 Creating Websites Using HTML and CSS**4.5 credit hours**

This course examines functions of Websites for mobile and desktop devices, and entry-level skills used to create such sites using HTML and CSS (Cascading Style Sheets) technologies. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

SD1340 Creating Websites Using HTML5, CSS3 and JavaScript**4.5 credit hours**

This course introduces techniques used in building interactive Websites for mobile and desktop devices, using technologies such as HTML5, CSS3 and JavaScript. **Prerequisite: SD1240 Creating Websites Using HTML and CSS or equivalent**

SD1420 Introduction to Java Programming**4.5 credit hours**

This course introduces fundamentals of programming using Java and associated development tools and environments. **Prerequisite: PT1420 Introduction to Programming or equivalent**

SD2520 Introduction to Database and XML with jQuery**4.5 credit hours**

This course introduces fundamental concepts of database technology and applications. Topics include object-oriented relational databases, database management systems, and using SQL, XML and jQuery to build databases that interact with applications. **Prerequisite: PT1420 Introduction to Programming or equivalent**

SD2550 Application Development Using Java I**4.5 credit hours**

This course introduces basic techniques used to develop applications using Java. **Prerequisites: NT1410 Operating Systems or equivalent, SD1420 Introduction to Java Programming or equivalent**

SD2650 Application Development Using Java II**4.5 credit hours**

This course examines intermediate-level development techniques for applications running in the Android operating system environment. Focus is on applications interacting with Websites for mobile devices. **Prerequisites: SD2520 Introduction to Database and XML with jQuery or equivalent, SD2550 Application Development Using Java I or equivalent**

SD2670 Social Networking Applications and Technology**4.5 credit hours**

This course examines a variety of social networking platforms, media, methods, tools and applications running on desktop and mobile devices. Topics include analysis of technical features and capabilities of social networking applications and the impact on consumer behavior and the global economy. **Prerequisite: SD2520 Introduction to Database and XML with jQuery or equivalent**

SD2720 Advanced Software Development Using Java**3.0 credit hours**

This course is an intensive study that includes the industry standards and practices related to software development using the Java programming language as described by the Oracle Certified Associate Java SE 8. Instruction will include object-oriented programming as well as design and implementation of functional software solutions. This course examines the concepts found in the Oracle Certified Associate Java SE 8 certification exam. **Prerequisite: SD2550 Application Development Using Java I or equivalent**

SD2799 Software Development Capstone Project**4.5 credit hours**

This course provides the opportunity for students to use knowledge and skills acquired in the program of study to research, design, develop and promote a desktop or mobile application. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of SD2550 Application Development Using Java I or equivalent**

SD3120 Programming in Open Source with LAMP**4.5 credit hours**

This course introduces skills to develop software applications in the open source environment using Linux, Apache, MySQL and PHP (LAMP) technologies. **Prerequisite: SD1340 Creating Websites Using HTML5, CSS3 and JavaScript or equivalent**

SD3140 Introduction to Web Interface Design**4.5 credit hours**

This course examines principles and techniques used to design functional and user-friendly Web interfaces for a variety of mobile and desktop applications. **Prerequisite: SD1340 Creating Websites Using HTML5, CSS3 and JavaScript or equivalent**

SD3240 Creating Websites in the LAMP Environment**4.5 credit hours**

This course examines strategies and skills used to develop interactive Websites and applications in the open source environment using Linux, Apache, MySQL and PHP (LAMP) technologies. **Prerequisites: SD2520 Introduction to Database and XML with jQuery or equivalent, SD3120 Programming in Open Source with LAMP or equivalent, SD3140 Introduction to Web Interface Design or equivalent**

SD3320 Programming in Visual Basic**4.5 credit hours**

This course introduces techniques for using Visual Basic in the Microsoft Visual Studio environment. **Prerequisites: SD1420 Introduction to Java Programming or equivalent, SD2520 Introduction to Database and XML with jQuery or equivalent**

SD3410 Software Testing**4.5 credit hours**

This course examines practical ways to test software in development environments. Methods and tools involved in test planning, execution, and reporting throughout the software development life cycle will be introduced. Validation and resolution methods and tools will also be explored. **Prerequisites: SD1230 Introduction to Application Design and Development or equivalent, SD3320 Programming in Visual Basic or equivalent**

SD3440 Creating Websites Using ASP.NET**4.5 credit hours**

This course examines strategies and techniques to develop interactive Websites in the Microsoft ASP.NET environment. **Prerequisites: SD3140 Introduction to Web Interface Design or equivalent, SD3320 Programming in Visual Basic or equivalent**

SD4550 Application Development Using Visual Studio I**4.5 credit hours**

This course introduces techniques to develop Windows based applications for desktop and mobile devices in the Microsoft Visual Studio environment. **Prerequisite: SD3320 Programming in Visual Basic or equivalent**

SD4555 Development for Web Analytics Applications**4.5 credit hours**

This course examines technologies and techniques used in applications, such as social networking and media, email and blogs, cloud-based productivity, Web-based advertising, search engines and services. Topics include how to apply applications that effectively interact with applications to perform data analysis and support organizational and business needs. **Prerequisites: SD2670 Social Networking Applications and Technology or equivalent, SD3440 Creating Websites Using ASP.NET or equivalent**

SD4650 Application Development Using Visual Studio II**4.5 credit hours**

This course examines techniques to develop interactive Windows based applications in the Microsoft Visual Studio environment. **Prerequisite: SD4550 Application Development Using Visual Studio I or equivalent**

SD4660 Security in Application Development**4.5 credit hours**

This course provides an overview of strategies and techniques used for information and system security in developing software applications for desktop and mobile devices. **Prerequisite: SD4555 Development for Web Analytics Applications or equivalent**

SD4680 Cloud Computing with Google App Engine and Microsoft Windows Azure**4.5 credit hours**

This course examines strategies and techniques applicable to the development environment for cloud-based applications.

Prerequisite: SD4555 Development for Web Analytics Applications or equivalent

SD4799 Software Development Capstone Project**4.5 credit hours**

This course provides the opportunity for students to use the knowledge and skills taught in the program of study to research, design, develop and promote a functional software application that can help solve specific problems for end users. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study**

General Studies Courses

GS1140 Problem Solving Theory**4.5 credit hours**

This course introduces students to fundamental principles, strategies and methods of problem solving theory.

GS1145 Strategies for the Technical Professional**4.5 credit hours**

This course reviews characteristic and trends of the global information society including basic information processing, Internet research, other skills used by the technical professionals and techniques that can be used for independent technical learning.

GS2745 Advanced Strategies for the Technical Professional**3.0 credit hours**

This course focuses on skills, characteristics and attitudes that contribute to professional life. Topics include personal integrity, business communication skills, teamwork and conflict resolution, financial literacy, professional work habits, networking and social media, and lifelong learning. **Prerequisites: Completion of a minimum of 65 credits earned in the program of study including**

GS1145 Strategies for the Technical Professional or equivalent

ONLINE COURSE INFORMATION

Online Courses - Any or all of the courses in a program that are marked with a "+" in the program outline for that program in the Curricula section of this catalog may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are sent to the student. These materials may include course syllabus, textbook, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort group for each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.

Any student who is registered to take a distance education course will be assigned a unique login identifier and prompted to create a unique password. The unique login identifier and instructions on how to create a unique password will be sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at <http://www.itt-tech.edu/privacy.cfm/>. A student will not be charged any fees for verifying the student's identity.

Online Student Preparation - Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the online student preparation, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

Student Equipment - The student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education courses in any program that is taught online over the Internet. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and

printer), software, Internet service and e-mail account ("Student Equipment"). In order to assist students whose access to their Student Equipment is disrupted, the school will, from time to time in its discretion, make available certain computers, associated peripheral equipment and Internet access at the school for use by those students.

Computer, Software Requirements and Specifications and Internet Service - The computer (and the associated accessories and peripheral equipment), software and Internet service included in the Student Equipment must satisfy the following specifications:

Minimum Requirements for Computer: Intel ®Core™ 2 Duo or AMD Phenom™ II or equivalent PC-compatible (Macintosh or UNIX-based machines are not supported), 1.8 GHz processor speed (or greater), 2GB RAM (4GB preferred), DVD±R optical media drive, 40GB free space (60GB preferred) on master hard drive (additional free space may be required during installation), 1280x1024 display resolution, 16-bit color qualified hardware accelerated Open GL 3.1 (or greater) video card supporting DX10 (shader 4.0), 256MB video memory, stereo sound card, sound output device (internal or external speakers, or headset), sound input device (microphone) (combination headset with microphone recommended), available USB 2.0 port.

Minimum Requirements for Software: Microsoft Windows 7 (or higher), Microsoft Internet Explorer 7.0 (or higher), Microsoft Office Professional 2007 (or higher), and functional e-mail address with file attachment capabilities. The student will be required to obtain any software tools, plug-ins and/or applications identified in the course syllabus for any course in the program of study.

Minimum Requirements for Internet Service: Broadband connection such as cable or DSL.

The student is obligated for any expense associated with obtaining access to the above specified computer equipment, software, Internet service and e-mail account.

COURSE NUMBERING SYSTEM

The prefix of a course designated in the program outline for each program of study stands for the type of course. Courses may be designated with a three digit or four digit numerical code. The first digit indicates the course level. Courses designated with a first digit of one or two are lower division courses. Courses designated with a first digit of three or four are upper division courses. Some courses designated with a first digit of three may be required during the latter quarters of an associate degree program. Refer to the Program Outline for a listing of any required associate degree courses designated with a first digit of three.

CREDIT HOUR

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes.

Online Courses: A quarter credit hour represents at least 10 clock hours of distance education instruction taught online over the Internet and at least 20 clock hours of outside preparation. A clock hour is 50 minutes.

CURRICULUM

The school may, at any time in its discretion, (a) vary the offering and/or sequence of courses in any program of study, (b) revise the curriculum content of any program of study or any course in any program of study, and (c) change the number of credit hours in any program of study or any course in any program of study. Information on any plans that the school has for improving the curricula can be obtained from the Dean.

PROGRAMS AND COURSES OFFERED

The school offers only those specific programs of study and courses within those specific programs of study that are expressly discussed in the Curricula section of this catalog. Other ITT Technical Institutes offer only those specific programs of study and courses within those specific programs of study that are specified in their respective current catalogs. The school does not make any representation or promise whatsoever regarding any program of study or course within any program of study that the school or any other ITT Technical Institute may offer in the future.

All of the courses in every program of study are not offered every academic quarter. New classes in every program of study do not begin every academic quarter. Course offerings and new classes in programs of study are dependent on a variety of factors, including student interest and faculty availability, among others. The school will, in its discretion, determine which courses will be offered each academic quarter and which programs of study will begin new classes each academic quarter. The school does not make any representation or promise whatsoever that any course will be offered by the school in any academic quarter or that a new class in any program of study will begin in any academic quarter. As a result, a student may not be able to take all of the courses that he or she desires to take in any academic quarter or begin a program of study in any academic quarter, which may affect the amount of time it takes the student to graduate from a particular program of study.

Textbook information for each of the offered courses is available on the ITT Technical Institute website at www.itt-tech.edu/textbooks/.

HOMEWORK

Each course included in a program of study will entail varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course.

DIRECTED INDEPENDENT STUDY

A situation may arise that prevents a student from taking a program course in its regular format during a particular quarter. If this situation occurs, the school may, in its discretion, permit the student to take the program course through directed independent study ("DIS"). In order to take a program course through DIS, the student must request permission in writing from the Dean to take the program course through DIS. If the school grants the student permission to take the program course through DIS, the student must agree in writing to a syllabus that outlines the learning objectives, texts, course requirements, evaluation criteria, meeting dates and examination dates for that course. A student who takes any program course through DIS will be required to meet with the assigned faculty member for that course at least once per week during the quarter for at least 50 minutes each meeting to review the student's progress in the course and for the student to submit required assignments, make any scheduled presentations and take scheduled exams. The student should expect to be assigned a significant amount of laboratory activity with respect to any program course taken through DIS that includes a laboratory component.

A student may not seek permission to take a program course through DIS:

- (a) until the student has successfully completed program courses worth at least 36 quarter credit hours at the school or at any other ITT Technical Institute;
- (b) unless the student has an overall cumulative grade point average of at least 2.50 for all of the program courses that the student has taken at the school;
- (c) unless the student is making satisfactory academic progress in his or her program of study as of the end of the most recent quarter during which the student was enrolled in that program;
- (d) if the student would be on academic and financial aid probation status during the quarter that the student would take the program course through DIS; or
- (e) if the student previously attempted and failed the program course at the school or at any other ITT Technical Institute.

The school may, in its discretion, vary from time to time the program courses available to be taught through DIS. Not all program courses will be made available by the school to be taught through DIS, including, without limitation, courses with a one hundred level course number. A student will not be permitted to attempt more than: (a) one program course through DIS during any quarter; (b) four program courses through DIS in any associate's degree program of study in which the student is enrolled at the school; or (c) seven program courses through DIS in any bachelor's degree program of study in which the student is enrolled at the school.

COOPERATIVE LEARNING

The instructional design of the program courses generally utilizes a cooperative learning approach that is designed to place students in teams to solve learning activities. In addition, students are encouraged to form study groups in order to support their learning experience throughout their programs of study.

MAXIMUM COURSE LOAD

A student cannot register to take program courses in any quarter that, in total, represent more than 24 credit hours. Any student who wishes to register to take program courses in any quarter that represent more than 19 credit hours must first consult with and obtain the permission of the Dean prior to the beginning of that quarter.

PRACTICUM OR CLINICAL COMPONENT

Certain courses within specific programs of study include a practicum or clinical component that must be successfully completed by the student at one or more facilities that are assigned to the student by the school. The course(s) that include a practicum or clinical component are identified in the program outline for the particular program of study contained in the Curricula section of this catalog. Students who are enrolled in a program of study that contains one or more courses that include a practicum or clinical component are required to enter into an agreement with the school that sets forth the terms of the student's practicum or clinical component, identifies risks associated with that component and releases the school from any liability to the student with respect to that component. Students may obtain an advance copy of the practicum or clinical agreement from the school's administration.

EXTERNSHIP

The course requirements of certain courses within specific programs of study may be satisfied through externship opportunities that may be available to a student. Externships are conducted at locations off campus at facilities that are unaffiliated with the school. An externship must be successfully completed by the student in order for the student to receive credit for the course requirement in the program of study. The course requirements that may be substituted with an externship opportunity are identified in the program outline for the particular program of study contained in the Curricula section of this catalog. Students who are enrolled in a program of study in which one or more courses may be satisfied with externship opportunities are required to enter into an agreement with the school that sets forth the terms of the student's externship, identifies risks associated with that externship and releases the school from any liability to the student with respect to that externship. Students may obtain an advance copy of the externship agreement from the school's administration.

ADMINISTRATIVE INFORMATION

ADMISSION

Admission Requirements and Procedures

A student may be admitted into a program of study offered by the school upon satisfying all of the following requirements:

- (a) The student is at least 16 years of age.
- (b) The student has:
 - (1) a high school diploma; or
 - (2) a recognized equivalent of a high school diploma (e.g., typically a general education development (GED) certificate or a document from a state authority (to the satisfaction of the school) recognizing that the student has successfully completed secondary school through home schooling (as defined by state law)).

The student must provide the school with the following before the end of the student's first quarter of attendance at the school, or the student will be terminated from his or her program of study:

 - (i) the student's official high school transcript;
 - (ii) the student's GED scores at or above the passing level set by the state agency awarding the GED; or
 - (iii) a document from a state authority (to the satisfaction of the school) recognizing that the student successfully completed secondary school through home schooling (as defined by state law).
- (c) The student passes (as determined by the school in its discretion) an individual interview, which may include assessment of English proficiency for an English as a Second Language ("ESL") student, with the Registrar, if the Registrar requests an interview with the student.

Upon the student's satisfaction of all of the above requirements with respect to his or her selected program of study, the school will promptly notify the student that he or she is admitted into that program of study at the school.

Late Admission

A new student must be admitted into a program of study and begin attending classes in at least one of the program courses: (a) taught over 12 weeks that he or she is registered to take during the first quarter of the student's enrollment in that program of study (i) within 14 calendar days following the first class session of a program course taught in residence or (ii) on or before the third Sunday of the quarter for a program course taught online, or the student's registration in that program of study will be canceled by the school; (b) taught over six weeks that he or she is registered to take during the first quarter of the student's enrollment in that program of study (i) within seven calendar days following the first class session of a program course taught in residence or (ii) on or before the first Sunday of the quarter for a program course taught online, or the student's registration in that program of study will be cancelled by the school. If a student's enrollment in a program of study is canceled by the school, the student may seek readmission to the program at the next available date that the program of study is offered by the school.

Credit for Previous Education or Experience

A student may request credit for courses in the student's program of study at the school based on the student's previous postsecondary education or experience, by submitting a written request to the Registrar.

- (1) **Previous Postsecondary Education** - Following the Registrar's receipt of the student's written request, the school may grant the student credit for course(s) in the student's program of study based on the student's previous postsecondary education at a different institution, if the student satisfies all of the following requirements:
 - (a) The student provides the school with an official transcript from each educational institution awarding any credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school. If the educational institution is located (I) in the U.S., it must be accredited by an accrediting agency recognized by the U.S. Department of Education, or (II) outside the U.S., it must be accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.
 - (b) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific core, technical basic and general studies course requirements of the student's program of study at the school is determined, in the school's discretion, to be equivalent to the subject matter of such core, technical basic and general studies course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific general education course requirements of the student's program of study at the school is determined, in the school's discretion, to be substantially similar to the subject matter of such general education course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy any elective course requirements of the student's program of study at the school is determined, in the school's discretion, to represent a level of rigor that is equal to or greater than the rigor of the school's lower division courses.
 - (c) The number of credits that the student desires to transfer to the school to satisfy the requirements of a specific course in the student's program of study at the school must equate, as determined by the school, to at least the same number of quarter credit hours of that course as specified in the Program Outline for the student's program of study at the school.
 - (d) The student completed each course represented by credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school with at least: (i) a grade of "C" (i.e., 2.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute; or (ii) a passing grade, if the credits were earned at an ITT Technical Institute.

Other institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website at www.itt-tech.edu/articulation/. Many of the same and other limitations and conditions specified above with respect to credit granted by the

school for a student's previous postsecondary education at a different institution will apply to credit granted by a different institution for a student's postsecondary education at the school. As a result, any student considering continuing his or her education at, or transferring to, any institution other than an ITT Technical Institute must not assume that any credits earned in any course taken at the school will be accepted by the receiving institution. The student must contact the registrar of the receiving institution to determine what credits earned at the school, if any, that institution will accept.

- (2) **Previous Experience** - Upon the Registrar's receipt of the student's written request, a \$500 processing charge will be due and payable by the student to the school, unless the student's previous experience is based solely on military experience (e.g., a SMART transcript). Following the Registrar's receipt of the student's written request, the school: (a) will add the \$500 processing charge, as applicable, to the amount that is due and payable by the student to the school; and (b) may grant the student credit for course(s) in the student's program of study based on the student's previous experience, if the student demonstrates, to the school's satisfaction, that he or she has sufficiently grasped the knowledge and skills offered by the specific course(s) contained in the student's program of study at the school that the student desires credit for previous experience. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score thereon as required by the school. Notwithstanding the foregoing, a student may not receive credit based on the student's previous experience with respect to any course(s) in the student's program of study at the school that the student previously attempted at the school or at any other ITT Technical Institute.

Any student eligible to receive veterans educational benefits while attending any course(s) in an eligible program of study at the school will be denied veterans educational benefits for any such course(s) that the student previously successfully completed (as determined in the school's discretion in accordance with U.S. Department of Veterans Affairs regulations) elsewhere. As a result, each student eligible and desiring to receive veterans educational benefits while attending an eligible program of study at the school must provide the school with an official transcript for all previous postsecondary education and the student's military discharge document DD214, prior to the first scheduled class in the first course that the student is registered to take in the student's eligible program of study at the school. The school will determine, in its discretion, whether: (a) the subject matter of any course previously taken by the student is substantially the same as the subject matter of any course contained in the student's eligible program of study at the school; and (b) the number of credits of any course previously taken by the student equate to at least the same number of quarter credit hours of any course having substantially the same subject matter that is contained in the student's eligible program of study at the school. If the school determines that (I) the subject matter of any prior course taken by the student is substantially the same as the subject matter of a course in the student's eligible program of study at the school and (II) the number of credits of that prior course equates to at least the same number of quarter credit hours as the course in the student's eligible program of study that has substantially the same subject matter, the school will grant the student credit for such prior course.

The total number of credits for courses in the student's program of study which may be granted to the student by the school based on the student's previous postsecondary education at an institution other than the school (which includes the main campus or any additional location of the school) and/or previous experience as provided above cannot exceed 75% of the quarter credit hours required to graduate from the program. Also, no more than 22.5 quarter credits may be awarded for prior experiential learning for (a) the first 90 quarter credits, and/or (b) the second 90 quarter credits, for courses in the student's program of study. See the Graduation Requirements section of this catalog for further information. If the school grants the student credit for any course in the student's program of study based on the student's previous postsecondary education or experience as provided above: (a) the student will receive a grade of "TR" for that course, if credit was granted based on the student's previous postsecondary education at a different institution; and (b) the student will receive a grade of "CR" for that course, if credit was granted based on the student's previous experience. If the school determines that a student is not eligible to receive credit for courses in the student's program of study at the school based on the student's previous postsecondary education or experience, the student may appeal the Registrar's decision in writing to the school Director. The student's written appeal must explain in detail the special circumstances and justification for awarding credit for the student's previous postsecondary education and experience. After consultation with the Registrar (and in conformity with this Credit for Previous Education or Experience section), the school Director's determination of the student's written appeal will be: (a) communicated in writing to the student; and (b) final and binding on the student.

CLASS SCHEDULE

- (a) Prior to the student's attendance in any program course in a quarter, the school will notify the student in writing of:
- the program course(s) that the student has been registered by the school to take in that quarter;
 - whether the program course will be taught either completely in residence at the school, completely online over the Internet as a distance education course, or partially in residence and partially online; and
 - for residence courses, the meeting days of the class periods in each such program course and the times and instruction site of those class periods ("Class Schedule").

The school will notify the student of the location, times and dates associated with the practicum or clinical component of any program course(s) that the student is registered to take in a quarter prior to the start of that component, and this information will not be contained on his or her Class Schedule.

- (b) The student may modify his or her Class Schedule for any quarter at any time prior to his or her first recorded attendance in any program course in that quarter, by notifying the school in writing. The student's written notification must specify any program course(s) that the student wants deleted from and/or added to his or her Class Schedule. Upon receipt of the student's written notification, the school will:

- cancel the student's registration for, and delete from his or her Class Schedule, any program course(s) specified in the notice;
- register the student for, and add to his or her Class Schedule, any program course(s) specified in the notice, but only if the school determines that the program course(s) are being taught in that quarter, the student has satisfied any prerequisites and the class size of the program course(s) can accommodate the student; and
- notify the student in writing of his or her modified Class Schedule.

If the student does not modify his or her Class Schedule for any quarter by notifying the school in writing prior to the student's first recorded attendance in any program course in that quarter, the student will have accepted and agreed to his or her Class Schedule and will remain registered for the program course(s) specified in his or her Class Schedule. The student cannot modify the location, times or dates associated with the practicum or clinical component of any program course(s).

(c) At any time prior to the start of any program course that the student is registered to take in any quarter, the school may:

- change the start date of that quarter;
- assign the student a new Class Schedule for that quarter; and/or
- cancel the program.

(1) If the school changes the start date of a quarter and/or assigns the student a new Class Schedule for a quarter, the student may modify his or her Class Schedule by notifying the school in writing prior to the student's first recorded attendance in any program course in that quarter. The student's written notification must specify any program course(s) that the student wants deleted from and/or added to his or her Class Schedule. Upon receipt of the student's written notification, the school will:

- cancel the student's registration for, and delete from his or her Class Schedule, any program course(s) specified in the notice;
- register the student for, and add to his or her Class Schedule, any program course(s) specified in the notice, but only if the school determines that the program course(s) are being taught in that quarter, the student has satisfied any prerequisites and the class size of the program course(s) can accommodate the student; and
- notify the student in writing of his or her modified Class Schedule.

If the student does not modify his or her Class Schedule for any quarter by notifying the school in writing prior to his or her first recorded attendance in any program course in that quarter, the student will have accepted and agreed to the changed start date of that quarter and/or the student's new Class Schedule.

(2) If the school cancels the program, the student's enrollment in the program will have been canceled by the school.

(d) At any time following the start of any program course that the student is registered to take in any quarter, the school may:

- merge the student's class taking that program course into one or more other classes taking the same program course;
- divide the student's class taking that program course into more than one class taking the same program course;
- change the times and/or meeting days of the student's class periods in a program course that is taught in residence at the school;
- change the instruction site of the student's class periods in a program course that is taught in residence at the school; and/or
- cancel that program course.

(1) If the school merges the student's class taking a program course into one or more other classes taking the same program course and/or divides the student's class taking a program course into more than one class taking the same program course, the student's Enrollment Agreement with the school will remain in full force and effect, any affected terms and provisions of that Enrollment Agreement will be automatically revised to reflect such changes and the student will not be relieved of any of his or her obligations under that Enrollment Agreement, except as may be otherwise expressly required by applicable state law.

(2) If the school changes the times and/or meeting days of the student's class periods in a program course taught in residence at the school, the student may cancel his or her registration for that program course by delivering written notice of such cancellation to the school within 10 days of the school's notice of such change. Upon receipt of the student's written notification, the school will:

- cancel the student's registration for, and delete from his or her Class Schedule, that program course; and
- notify the student in writing of his or her modified Class Schedule.

If the student does not notify the school in writing that he or she is canceling his or her registration for that program course within 10 days of the school's notification of such change, the student will have accepted and agreed to the changed times and/or meeting days of his or her class periods in that program course.

(3) If, following the start of a program course taught in residence at the school, the school changes the instruction site of the student's class periods in that program course from the instruction site specified on the student's Class Schedule, the school will:

- provide the student with 30 days prior written notice of that change (or such lesser amount as is reasonably practicable in the event of an act of God, fire or any circumstance not within the school's control); and
- request that the student acknowledge that change by executing a written amendment to his or her Enrollment Agreement with the school that specifies the student's new instruction site for the remainder of that program course.

Any failure by the student to execute a written amendment to that Enrollment Agreement specifying his or her new instruction site for that program course will constitute the student's intent to withdraw from that program course.

(4) If the school cancels any program course that the student is registered to take in any quarter, the school will:

- cancel the student's registration for, and delete from his or her Class Schedule, that program course; and
- notify the student in writing of his or her modified Class Schedule.

(e) The student understands and acknowledges that his or her Class Schedule with respect to the times, meeting days and/or instruction site of the class periods in the program course(s) that the student is registered to take are likely to change from one quarter to the next.

(f) Any class period in a program course taught in residence at the school, or any portion of a practicum or clinical component of a program course, that is canceled by the school in any quarter due to a holiday or any other reason will be rescheduled by the school for a different day and time in the same quarter. A canceled class period in such a program course may be rescheduled by the school for a day and/or time that differ from the student's regular Class Schedule. A canceled portion of a practicum or clinical component of such a program course may be rescheduled by the school for a day and/or time that differ from the day and/or time that were previously scheduled.

STUDENT CALENDAR	2015	2016*	2017*
New Year's Day**	January 1	January 1	January 1
Classes Resume After Winter Break	January 5	January 4	January 2
Presidents' Day**	February 16	February 15	February 20
Winter Quarter Ends	March 15	March 13	March 12
Spring Quarter Begins	March 16	March 14	March 13
Memorial Day**	May 25	May 30	May 29
Spring Quarter Ends	June 7	June 5	June 4
Summer Break**	June 8 - 14	June 6 - 12	June 5 - 11
Summer Quarter Begins	June 15	June 13	June 12
Independence Day**	July 3 - 4	July 4	July 4
Summer Quarter Ends	September 6	September 4	September 3
Labor Day**	September 7	September 5	September 4
Fall Break**	September 7 - 13	September 5 - 11	September 4 - 10
Fall Quarter Begins	September 14	September 12	September 11
Thanksgiving**	November 26 - 27	November 24 - 25	November 23 - 24
Fall Quarter Ends	December 6	December 4	December 3
Winter Quarter Begins	December 7	December 5	December 4
Winter Break**	December 21, 2015 - January 3, 2016	December 19, 2016 - January 1, 2017	December 25, 2017 - January 7, 2018

*Tentative Dates

**No classes

The school may at any time change or modify the Student Calendar to the extent the school determines necessary, in its discretion, by reason of any: (a) act of God, including, without limitation, any natural disaster or inclement weather; (b) fire; (c) riot; (d) local, state or national emergency; (e) business necessity; (f) war; (g) act of terrorism; (h) civil insurrection; (i) strike or other labor difficulty; (j) rule, order, regulation and/or law of any governmental entity; and/or (k) school-sponsored activity. The school will promptly notify the student body as soon as practical following any determination by the school to change or modify the Student Calendar. If the school exercises any of its rights to change or modify the Student Calendar, the student's Enrollment Agreement with the school will remain in full force and effect, and the student will not be relieved of any of his or her obligations thereunder.

ADMINISTRATION POLICIES

Non-Discrimination and Diversity

The school is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, religion, color, age, sex, sexual orientation, national origin, disability, gender, genetic information, or any other protected status, in employment, educational programs and activities, and admissions. The school also encourages cultural and ethnic diversity in its faculty, staff, and student body.

In accordance with the requirements of Title IX of the Education Amendments of 1972 and their regulations, the school does not discriminate on the basis of sex in the educational programs and activities which it operates, including employment and admissions. The school Director is designated the school's Title IX Coordinator to coordinate Title IX compliance.

Academic Achievement

Grading

Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects and examinations (including, without limitation, and depending on the particular courses, quizzes, mid-term examinations and final examinations). The following is a list of possible grades that a student may receive for a course, the points that each grade will contribute per course credit hour to the student's grade point average and a brief description of the grade:

<u>Grade</u>	<u>Points</u>	<u>Description</u>
A	4.0	Indicates a superior level of achievement.
B+	3.5	Indicates a good level of achievement.
B	3.0	Indicates a good level of achievement.
C+	2.5	Indicates an average level of achievement.
C	2.0	Indicates an average level of achievement.
D+	1.5	Indicates a marginal level of achievement.
D	1.0	Indicates a marginal level of achievement.
F	0.0	Indicates an unsatisfactory level of achievement. Any student earning a grade of "F" in a course specified in the program outline of his/her program of study must repeat and successfully complete that course prior to graduation.
I	N/A	Incomplete - Indicates that the student has not completed all work required for the course. The otherwise earned letter grade is awarded (normally a "F"), unless all required work is successfully completed within (a) six weeks following the end of a full-quarter course (excluding break week), or (b) three weeks following the end of a half-quarter course (excluding break week). Incompletes may only be awarded upon approval of the instructor and Dean.
CR	N/A	Credit - Indicates that the student demonstrated knowledge and skill in the course through previous experience. "CR" is not considered in computing the grade point average.
TR	N/A	Transferred Credit - Indicates the school accepted credit earned for previous postsecondary education at an institution other than an ITT Technical Institute. "TR" is not considered in computing the grade point average.
W	N/A	Withdrawal - Indicates that the student withdrew or was terminated from the course within the first 75% of that course. "W" is not considered in computing the grade point average. Withdrawals after the first 75% of the course has been completed will receive the otherwise earned letter grade (normally an "F").
P	N/A	Passing - Indicates a passing grade in a course designated as a pass-fail course. "P" is not considered in computing the grade point average.
*	N/A	Indicates that the course was repeated.
(R)	N/A	Indicates that the course was attempted previously.

A grade earned by a student in a course taken at any other ITT Technical Institute will be accepted by the school and appear on the student's academic transcript.

Graduation Requirements

In order to graduate from his or her program of study at the school: (a) a student must attain an overall 2.0 cumulative grade point average for all of the courses included in the program; (b) a student must either successfully complete all of the course requirements for the program (as such courses may be revised or modified from time to time in the school's discretion) within the Maximum Time Frame for Completion as specified below or receive credit for such courses from the school based on the student's previous postsecondary education or experience; (c) at least 25% of the quarter credit hours required to graduate from the program must be earned at the main campus or any additional location of the school; and (d) a student's administrative record, academic record and account with the school must be up to date and current.

Credential

Upon successfully completing all of the requirements for graduation and satisfying all indebtedness to the school, the school will award the student the appropriate credential for the student's program of study as specified in the Curricula section of this catalog. The school

only awards graduates of a specific program of study the credential specified for the student's program in the Curricula section of this catalog. Other ITT Technical Institutes only award their graduates of a specific program of study the credential specified for that program in that ITT Technical Institute's current catalog. The school does not make any representation or promise whatsoever regarding any future credential that may be awarded to any graduate of any program of study that the school or any other ITT Technical Institute may offer.

Honors

To accent the importance of academic performance and give recognition to students who achieve a better than average scholastic record, the school has the following academic achievement recognition levels:

- (a) Honors List - Any student who, during a quarter, takes program courses that represent at least eight credit hours and who achieves an overall grade point average of 3.50 to 3.79 for the program courses taken in that quarter will be placed on the Honors List.
- (b) Highest Honors List - Any student who, during a quarter, takes program courses that represent at least eight credit hours and who achieves an overall grade point average of at least 3.80 for the program courses taken in that quarter will be placed on the Highest Honors List.
- (c) Graduation with Honors - Any student who graduates from his or her program of study at the school with an overall cumulative grade point average of: (i) 3.50 to 3.79 for all of the courses taken in the program will be designated an Honors Graduate; and (ii) at least 3.80 for all of the courses taken in the program will be designated a Highest Honors Graduate.

Academic Transcript

An unofficial copy of each student's transcript is available from the Registrar upon request by the student. This service is subject to the Family Educational Rights and Privacy Act of 1974, as amended. The school reserves the right to withhold an official academic transcript if: (a) the student's financial obligation to the school is in arrears; or (b) the student is in arrears on any federal or state student loan obligation. The school also reserves the right to limit, in its discretion, the number of official academic transcripts provided without a processing fee.

Satisfactory Academic Progress

Each student must make satisfactory academic progress toward completing his or her program of study, regardless of the student's course load in any academic quarter or whether the student receives financial aid. To be making satisfactory academic progress, a student must satisfy the criteria set forth below in this Satisfactory Academic Progress section. Any student who is failing to make satisfactory academic progress in his or her program of study at any Evaluation Point specified below will be notified by the School of such failure and either be placed on academic and financial aid probation ("AFAP") or terminated from that program of study as provided below.

Evaluation Points

A student will not be making satisfactory academic progress, if at any Evaluation Point specified below:

- the student's overall cumulative grade point average ("OCGPA") in his or her program of study is less than the OCGPA required at that Evaluation Point; or
- the student has not successfully completed the percentage of the total cumulative credit hours he or she has attempted in his or her program of study ("Credit Completion Percentage") required at such Evaluation Point:

Evaluation Point*	Required OCGPA	Required Credit Completion Percentage	See Note
End of the student's first academic year (as defined below)	1.5	50%	(1)
End of the student's second academic year	2.0	66.67%	(1)
End of each of the student's seventh and any subsequent academic quarters	2.0	66.67%	(1)
End of any academic quarter of the student's AFAP	See Note (2) below	See Note (2) below	(3)
100% of the Maximum Time Frame for Completion ("MTFC") (as defined below)	2.0	66.67%	(3)

*If, at any point in time, more than one Evaluation Point is applicable to a student, the student's satisfactory academic progress determination will be based on the applicable Evaluation Point that requires the highest OCGPA and Credit Completion Percentage and the most restrictive note(s).

In accordance with the requirements of the Code of Federal Regulations, the VA educational benefits received by a qualifying student will be terminated if the student's OCGPA is not at least 2.0 at the end of the student's first Academic Year (An academic year is three academic quarters in length.) and at the end of each subsequent quarter of the program that the student attends at the school. A veteran student may request re-certification for benefits upon reestablishing a 2.0 OCGPA.

Notes:

(1) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study, unless:

- the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
- the Dean grants the student's appeal; and
- the student satisfies all of the conditions specified below in the Academic and Financial Aid Probation section to be placed on AFAP.

If all of the conditions specified in the sentence immediately above are satisfied, the student will be placed on AFAP during the student's next academic quarter of attendance in the program.

(2) The OCGPA and Credit Completion Percentage required at the end of the immediately preceding academic quarter.

(3) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study at the school.

The calculation of the student's OCGPA in his or her program of study will include the points associated with the grade earned by the student with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student: (a) was enrolled in that program of study; and (b) was enrolled in a different program of study, if (i) the subject matter of that course is substantially the same as any course in his or her current program of study or (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Maximum Time Frame for Completion

The student's Maximum Time Frame for Completion ("MTFC") for his or her program of study is 150% of the credit hours designated in the Program Outline for such program of study (as such credit hours may be revised or modified from time to time by the school in its discretion), rounded down to the nearest whole credit hour. For example, if a program of study consists of 90 credit hours, the student's MTFC is 135 credit hours (150% of 90). Each credit hour in a program of study that is "attempted" (as defined below) by a student is counted toward the student's MTFC of that program of study each and every time the credit hour is attempted by the student. A credit hour is "attempted," if the student receives any of the following grades from the school and/or from any other ITT Technical Institute for the course represented by the credit hour: "A," "B+," "B," "C+," "C," "D+," "D," "F," "I," "W," "P," "CR" or "TR". For example, if a student takes Course X, consisting of 4.5 credit hours, and receives a grade of "W" and the student retakes Course X and earns a grade of "B," the student will have attempted 9 credit hours with respect to Course X. A student may not exceed his or her MTFC for the student's program of study. The student's MTFC for his or her program of study will include the credit hours attempted with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

- (a) was enrolled in that program of study; and
- (b) was enrolled in a different program of study, if
 - (i) the subject matter of that course is substantially the same as any course in his or her current program of study or
 - (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

A student will not be making satisfactory academic progress and will be terminated from his or her program of study if, at any time, the school determines that the student is unable to graduate from his or her program of study without exceeding the student's MTFC for that program of study.

Academic Year

An academic year is three academic quarters in length. Any academic quarter that the student attended in any program of study at the school or any other ITT Technical Institute during which the student attempted any course that is included in, counts toward or satisfies any of the coursework requirements of the student's current program of study (whether a core, general education, general studies, technical basic, elective or any other type of course), will be counted for purposes of determining the student's applicable academic year and/or academic quarter under the Evaluation Points section.

Credit Completion Percentage

The Credit Completion Percentage is calculated by dividing (a) the total number of credit hours in the courses included in the student's program of study for which the student receives a grade of "A," "B+," "B," "C+," "C," "D+," "D," "CR" or "TR" from the school by (b) the total number of credit hours that the student has attempted in the courses included in the student's program of study (including, without limitation, the credit hours associated with any course for which the student receives a grade of "CR" or "TR"). The calculation of the student's Credit Completion Percentage in his or her program of study will include the number of credit hours attempted by the student with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

- (a) was enrolled in that program of study; and
- (b) was enrolled in a different program of study, if
 - (i) the subject matter of that course is substantially the same as any course in his or her current program of study or

- (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Student Status

A student who, in any academic quarter, takes courses in his or her program of study that represent:

- 12 or more credits is a full-time student;
- 9 to 11 credits is a three-quarter-time student;
- 6 to 8 credits is a half-time student; or
- less than 6 credits is a less than half-time student.

If the total number of quarter credit hours of the courses which comprise a program of study offered by the school exceeds 72, the school has determined that the program of study cannot normally be completed in two academic years of full-time study, based on a full-time student taking a course load representing 12 or 13.5 quarter credit hours at the school each academic quarter. A student's grade level is based on the total number of quarter credit hours of the courses in the student's program of study at the school that the student has successfully completed, as follows:

Grade Level	Total Number of Quarter Credit Hours of Courses Successfully Completed in the Student's Program of Study
First	0-36
Second	37-72
Third	73-108
Fourth	109-144
Fifth	145-180
Sixth	181-216

The amount of federal and state student financial aid that a student may qualify to receive may depend on the student's grade level and could be adversely affected if the student is anything other than a full-time student. Any student who is not a full-time student should contact the school's Finance Department for more information.

Academic and Financial Aid Probation

During any academic quarter that a student is on AFAP, the Dean may require the student to repeat some or all of the courses that the student previously received a grade of "D+," "D," "F" or "W" before the student can attempt any other courses in the student's program of study. At the end of the academic quarter of the student's AFAP, the student's OCGPA and Credit Completion Percentage will be recalculated to determine if the student is making satisfactory academic progress in the program of study based on the OCGPA and Credit Completion Percentage required at the end of the immediately preceding academic quarter.

All of the credit hours represented by the courses that the student repeats during the academic quarter of the student's AFAP will have been attempted by the student in determining the student's Credit Completion Percentage, and all of the grades (and associated points) earned by the student in those courses will replace the previous grades (and associated points) earned in determining the student's OCGPA. All grades earned for any courses the student attempts will, however, remain on the student's transcript.

Notwithstanding anything to the contrary in the Evaluation Points section, a student will not be placed on AFAP:

- if the school determines that the student will be unable to make satisfactory academic progress in the student's program of study at the end of the academic quarter of the student's AFAP;
- more than three times during any specific program of study in which the student is or was enrolled at the school or at any other ITT Technical Institute; or
- if the student was on AFAP during the immediately preceding academic quarter that the student was enrolled in that program of study at the school or at any other ITT Technical Institute.

Incompletes and Repeats

If the student receives a grade of "A," "B+," "B," "C+," "C," "D+," "D," "P," "CR" or "TR" with respect to any course, the student will have successfully completed that particular course. If the student receives an "I" grade and does not successfully complete the required work to remove the "I" grade from his or her record, the student will receive the otherwise earned letter grade (normally an "F"). For full-term courses, the required work must be completed six weeks from the end of the quarter in which the "I" grade was received, not including the break week at the end of the quarter. For half-term courses, the required work must be completed three weeks from the end of the quarter in which the "I" grade was received, not including the break week at the end of that quarter. Any student who does not successfully complete a course included in his or her program of study must repeat and successfully complete that course prior to: (a) taking any course with respect to which the failed course is a prerequisite; and (b) graduation. Any student who successfully completes a course may request in writing for permission from the school to repeat that course. If a course is repeated, the grade earned for repeating the course will replace the previous grade earned in determining the student's OCGPA in the student's program of study and whether the student has successfully completed the course. All grades earned for all courses the student attempts will, however, remain on the student's transcript.

Readmission

A student who withdraws or is terminated from a program of study at the school or any other ITT Technical Institute may not seek readmission into any program of study at the school, whether the same or a different program, before the next academic quarter that the course(s) the student would take upon readmission into the program of study is(are) offered by the school.

All readmission determinations will be made by the school in its discretion and will be final and binding on the student. The school is not obligated to readmit any student. As part of the school's determination to readmit any student, the school will consider whether the student was making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study, whether at the school or at a different ITT Technical Institute. If the student was not making satisfactory academic progress in his or her program of study as of that Evaluation Point, the student will not be readmitted into:

- (a) a different program of study that is at a different credential level; or
- (b) the same program of study or a different program of study that is at the same credential level, unless:
 - the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
 - the Dean grants the student's appeal; and
 - the student satisfies all of the conditions specified above in the Academic and Financial Aid Probation section to be placed on AFAP.

In no event will any student be readmitted into the same program of study, or a different program of study that is at the same credential level, at the school, if the student:

- for any reason withdrew or was terminated from a program of study at the school or at a different ITT Technical Institute during an academic quarter when the student was on AFAP;
- is unable to make satisfactory academic progress in that program of study, as determined by the school; or
- does not possess the motivation, desire or academic ability to satisfactorily progress academically through and graduate from that program of study, as determined by the school.

If the school decides to readmit a student, who was not making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study at an ITT Technical Institute, into the same program of study or a different program of study that is at the same credential level, the student:

- will be placed on AFAP during the student's next academic quarter of attendance in that program of study at the school; and
- must agree in writing to the terms for readmission and execute a new Enrollment Agreement with the school and pay all then current tuition, fees and any other costs associated with the student's program of study.

Reestablishing Financial Aid

A student must be making satisfactory academic progress to be eligible to receive any federal, state or other student financial aid to attend any course(s) in his or her program of study at the school. If a student loses his or her eligibility to receive financial aid for failure to make satisfactory academic progress in his or her program of study, the student cannot reestablish his or her eligibility to receive financial aid to attend any course(s) at the school, unless:

- the student enrolls in a different program of study at the school that is at the same credential level as the program of study in which he or she failed to make satisfactory academic progress; and
- the school determines that the student is making satisfactory academic progress in that different program of study.

Non-Credit Courses

Non-credit courses are taken on a pass-fail basis. Grades earned in non-credit courses are not included in the computation of a student's OCGPA. Nevertheless, the student must repeat and successfully complete any failed non-credit courses prior to the student graduating from his or her program of study at the school. Non-credit courses are also not included in the calculation of the student's MTFC or Credit Completion Percentage at any Evaluation Point, because non-credit courses are not worth any credit hours.

Non-Punitive Grades

Non-punitive grades for courses awarded by the school include: "CR," "TR," "W," "P" and "I." Non-punitive grades are not included in the computation of a student's OCGPA. The credit hours associated with any courses for which non-punitive grades are received by a student are included in the calculation of the student's MTFC and Credit Completion Percentage as specified above in those sections.

Appeal

If the school determines that a student is failing to make satisfactory academic progress in his or her program of study at the school, the student may appeal the school's determination in writing to the Dean. The student's written appeal must explain in detail the special circumstances that caused the student not to make satisfactory academic progress (such as the student suffering an illness or injury, the death of a relative of the student or other special circumstances) and what has changed in the student's situation that will allow the student to be making satisfactory academic progress at the end of the student's next quarter of attendance in a program of study at the school. The Dean will review the student's written appeal to determine whether, based on the student's special circumstances and the information submitted by the student in his or her written appeal, the student can remain enrolled in (or be readmitted into) that same program of study at the school despite the student's failure to conform to the requirements of this Satisfactory Academic Progress section. The determination of the student's written appeal will be:

- made by the Dean (in his or her discretion and in conformity with this Satisfactory Academic Progress section);
- communicated in writing to the student; and
- final and binding on the student.

If the Dean grants the student's appeal and all of the conditions specified above in the Academic and Financial Aid Probation section are satisfied, the student will, at the school's discretion, be placed on AFAP during the student's next academic quarter of attendance in a program of study at the school. The school will not develop or consider any academic plan for a student.

Attendance Requirements

Each student is required to regularly attend each course that the student is registered to take in the program in which the student is enrolled. For residence courses, attendance means physical participation in the class meetings and other activities of the course. For online courses, attendance means logging into the course website and engaging in at least one of the following activities:

- submitting a course assignment;
- participation in a course discussion thread by posting a comment, question or response related to a course topic;
- an email communication with an instructor related to a course topic, such as the submission of an "Ask the Instructor" question in the learning management system; or
- taking a quiz or exam.

Students attending online courses are required to follow the protocols specified by the school to record the student's attendance in the class communications and activities that are part of the course. Any failure by a student attending an online course to follow the protocols specified by the school to record the student's attendance in a class communication or activity that is part of the course may, as determined by the school, result in the school identifying the student as absent from or a non-participant in the class communication or other activity of the course.

As required by federal law, each student must annually participate in the programs presented by the school that address the following subjects: (a) promoting the awareness of rape, acquaintance rape and other forcible and nonforcible sex offenses (20 U.S.C. 1099c); (b) preventing the use of illicit drugs and the abuse of alcohol by students (20 U.S.C. 1145g); and (c) any other subject that the federal government may, from time to time, require the school to present to its students. If a student fails to participate in any of the above programs and execute any documentation confirming his or her participation that the school may require, the school may, in its discretion, suspend and/or terminate the student from his or her program of study at the school.

Make-Up Work

A student may, at the school's discretion, make up coursework missed due to the student's absences from class meetings and other activities that are part of a course that the student is registered to take or the program in which the student is enrolled. If the school allows the student to make up any coursework missed due to absences from the scheduled class meetings and other activities that are part of a course that the student is registered to take or a program in which the student is enrolled, the school will determine, in its discretion, whether the student's make-up work is satisfactory, and any decision by the school with respect thereto will be final and binding on the student.

Leave of Absence

A student may be granted a leave of absence only to accommodate the student's: (a) two-week military service obligation; and (b) jury duty in excess of one week, but not to exceed two weeks. Only one leave of absence (not to exceed 10 days) will be granted in a 12 month period. Any student who requests a leave of absence must submit in advance to the school Director a written request, supported by third party documentation that is acceptable to the school Director. The student's written request must be dated and signed by the student and must specify the dates of the requested leave of absence and the reason for the leave. The determination of whether to grant the student's requested leave of absence will be made in the school's discretion and will be final and binding on the student. The student is responsible for contacting the appropriate faculty member(s) to arrange to make up the coursework missed by the student as a result of any granted leave of absence.

Program Changes

Any student who desires to change his or her enrollment in a program of study at the school to a different program of study at the school must request the change in writing to, and obtain the prior permission of, the Dean. All determinations with respect to any request by a student to change his or her enrollment in a program of study at the school will be made by the school in its discretion and will be final and binding on the student.

Withdrawals

If a student wishes to withdraw from any program course(s) that the student is registered to take at the school or the student's entire program of study at the school, the student must notify the Dean or Chair in writing prior to the date of withdrawal. The writing must specify the date that the student will withdraw from the course(s) or program of study and the reason for the withdrawal. Prior to the student's withdrawal date from his or her program of study, the student must also have an exit interview with the Academic Affairs Department and the Finance Department. If, during any quarter that a student is enrolled in a program of study at the school, the student fails to: (a) attend for a period of 22 consecutive calendar days any component, whether a classroom, laboratory, practicum and/or clinical component, of a program course taught over 12 weeks that the student is registered to take during that quarter, the student will have withdrawn from that program course at the school; or (b) attend for a period of 11 consecutive calendar days any component, whether a classroom, laboratory, practicum and/or clinical component, of a program course taught over six weeks that the student is registered to take during that quarter, the student will have withdrawn from that program course. Any student who withdraws

from a program course may not re-enter that same course and may not re-take that course until the next time that the course is offered by the school. A student who withdraws from his or her program of study may be considered for readmission only in accordance with the Readmission section of this catalog.

Advising

The student must receive academic, attendance and/or financial aid advising from the school, as the school deems necessary in its discretion.

Transfer of Credit

Credits earned in any course taken at the school will be accepted for transfer by any other ITT Technical Institute located outside of Maryland toward the credits required in the same course, if that course is offered by the other ITT Technical Institute. Any ITT Technical Institute located in Maryland will accept for transfer toward the credits required in the same course any credits earned in any (a) 100- or 200-level course at any other ITT Technical Institute that is only authorized to award associate degrees, and (b) course at any other ITT Technical Institute that is authorized to award bachelor degrees.

TRANSFER OF CREDIT IS ALWAYS AT THE DISCRETION OF THE RECEIVING SCHOOL, GENERALLY DEPENDS ON COMPARABILITY OF CURRICULA, AND MAY DEPEND ON COMPARABILITY OF ACCREDITATION. THE SCHOOL MAKES NO REPRESENTATION WHATSOEVER CONCERNING THE TRANSFERABILITY OF ANY CREDITS EARNED AT THE SCHOOL TO ANY INSTITUTION OTHER THAN AN ITT TECHNICAL INSTITUTE AS SPECIFIED ABOVE. IT IS UNLIKELY THAT ANY CREDITS EARNED AT AN ITT TECHNICAL INSTITUTE WILL BE TRANSFERABLE TO OR ACCEPTED BY ANY INSTITUTION OTHER THAN AN ITT TECHNICAL INSTITUTE.

ANY STUDENT CONSIDERING CONTINUING HIS OR HER EDUCATION AT, OR TRANSFERRING TO, ANY INSTITUTION OTHER THAN AN ITT TECHNICAL INSTITUTE MUST NOT ASSUME THAT ANY CREDITS EARNED IN ANY COURSE TAKEN AT THE SCHOOL WILL BE ACCEPTED BY THE RECEIVING INSTITUTION. AN INSTITUTION'S ACCREDITATION DOES NOT GUARANTEE THAT CREDITS EARNED AT THAT INSTITUTION WILL BE ACCEPTED FOR TRANSFER BY ANY OTHER INSTITUTION. THE STUDENT MUST CONTACT THE REGISTRAR OF THE RECEIVING INSTITUTION TO DETERMINE WHAT CREDITS EARNED AT THE SCHOOL, IF ANY, THAT INSTITUTION WILL ACCEPT.

Pursuant to Cal. Educ. Code Section 94909(a)(15):

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at ITT Technical Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in your educational program of study at ITT Technical Institute is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ITT Technical Institute to determine if your credits or degree will transfer.

Conduct

Each student must conduct himself or herself in accordance with the school's rules, regulations, policies and procedures as stated in this catalog, in the student's Enrollment Agreement and Student Handbook.

Any student who engages on or off the school's premises in any of the following types of misconduct will be subject to discipline by the school, which may include, without limitation, the suspension and/or termination from one or more courses the student is taking or the student's entire program of study at the school and the referral to the proper authorities. Any student who, prior to his or her enrollment at the school, has engaged in any of the following types of misconduct may be subject to discipline by the school, which may include, without limitation, the student's suspension and/or termination from one or more courses the student is taking or the student's entire program of study at the school.

- a. Physical or verbal abuse, intimidation or harassment of another person or group of persons, including any harassment based on race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status.
- b. Deliberate or careless endangerment; tampering with safety alarms or equipment; violation of safety regulations; failure to render reasonable cooperation in any emergency; possession or use on school premises or at organized school activities of any firearm (except for law enforcement officers who are required to carry a firearm at all times and who have notified the school Director of, and documented, that requirement), knife (excepting non-spring pocket knives with blades less than four inches), other weapon, explosive or fireworks.
- c. Obstruction or disruption of any regular school activities, including, without limitation, teaching, research, administration, student services, discipline, organized events and operation and maintenance of facilities; interference with the free speech and movement of academic community members; refusal to identify oneself when requested or to obey any other lawful instruction from a school official or faculty member to discontinue or modify any action which is judged disruptive.
- d. Dishonesty, including, without limitation, provision of false information, alteration or misuse of documents, plagiarism and other academic cheating, impersonation, misrepresentation or fraud.
- e. Obscene, indecent or inconsiderate behavior; insubordinate behavior towards any faculty member or school official; exposure of others to offensive conditions; disregard for the privacy of self or others.

- f. Theft, abuse or unauthorized use of school property, the personal property of others or public property, including, without limitation, unauthorized entrance into school facilities or information technology systems, possession of stolen property and littering.
- g. Illegal use, distribution or possession of stimulants, intoxicants or drugs.
- h. Use, distribution or possession of alcoholic beverages on school premises or at organized school activities or events.
- i. Gambling on school premises or at organized school events.
- j. Failure to comply with the lawful directions of any school official, staff member or student employee who is acting in performance of duties of position or is explicitly assuming responsibility on behalf of the school in the absence of a particular official. (Emergency orders may supersede some written regulations. Any student who receives orders which he or she considers unreasonable although not illegal must obey the orders.)
- k. Violation of any federal, state or local law.
- l. Intentional or careless destruction, damage or defacement of any school property. The school may, in addition to imposing discipline, hold any student who is responsible for any such destruction, damage or defacement liable for the repair or replacement of the property.
- m. Failure to behave in a manner that reflects favorably upon the student's association with the school.
- n. Falsification of any information on his or her Enrollment Agreement or any other documentation that the student provides to the school, including, without limitation, his or her educational status.
- o. Failure to maintain satisfactory academic progress as specified in the Satisfactory Academic Progress section of this catalog.
- p. Failure to strictly adhere to any term, provision, requirement, policy or procedure stated in this catalog, the student's Enrollment Agreement or Student Handbook.
- q. Failure to pay the program costs as agreed in writing.
- r. Breach of any term of the student's Enrollment Agreement or any other agreement between the student and the school.
- s. Failure to exhibit good citizenship and respect for the community and other persons.
- t. Hazing, defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, as determined by the school, for the purpose of initiation or admission into an affiliation with any organization recognized by the school. Hazing includes, without limitation, the following as determined by the school: any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics; exposure to the elements; forced consumption of any food, liquor, drug or other substance; forced physical activity which could adversely affect the physical health or safety of a student; any activity which would subject a student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment; or any forced activity which could adversely affect the mental health or dignity of a student.
- u. Incitement of others to commit any of the acts prohibited above; involvement as an accessory to any of the prohibited acts by providing assistance or encouragement to others engaged in such acts; or by failure to separate oneself clearly from a group in which others are so engaged.

Any student who is terminated from his or her program of study at the school for violating this Conduct section may petition the school Director, in writing, for readmission into a program of study, but not before the next quarter that the course(s) that the student would take upon reentry into the program of study is (are) offered by the school. The determination of whether to readmit the student will be based on the student's written petition, will be made by the school and will be final and binding on the student.

Sexual Assault, Sexual Harassment and Other Prohibited Harassment

It continues to be the policy of ITT Technical Institute that sexual assault or harassment of students or applicants for admission in any form is unacceptable conduct which will not be tolerated. Sexual assault is defined in California Education Code Section 94385 to include without limitation, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery or threat of sexual assault. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the school of sexually suggestive objects or pictures, sexually explicit or offensive jokes, physical assault and other verbal, visual or physical conduct of a sexual nature. No student, applicant, faculty member or other employee of ITT Technical Institute shall: (a) sexually assault or harass any student or applicant; or (b) threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's admission, enrollment, grades, studies or educational experience at ITT Technical Institute. Similarly, no faculty member or other employee of ITT Technical Institute shall promise, imply or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Other types of harassment that will not be tolerated include any unwanted or unwelcome words, gestures or actions of a persistent or offensive nature involving any person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status. Harassment of this nature also includes any conduct, whether verbal, visual or physical, relating to or involving a person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status that is sufficiently pervasive or severe to: (I) unreasonably interfere with a student's education at the school or a student's admission to a program offered by the school; or (II) create an intimidating, hostile or offensive learning environment for students.

Any student or applicant who feels that he or she is a victim of sexual assault, sexual harassment or other prohibited harassment (including, but not limited to, any of the conduct listed above) by any student, applicant, faculty member or other ITT Technical Institute employee, or visitor or invitee of the school in connection with the educational experience offered by ITT Technical Institute should, as described in the Student Complaint/Grievance Procedure section, bring the matter to the immediate attention of the school Director, at the school in which the student is enrolled at the telephone number specified in this catalog. A student or applicant who is uncomfortable for any reason in bringing such a matter to the attention of the school Director, or who is not satisfied after bringing the matter to the attention of the school Director, should report the matter to the Senior Vice President, Chief Compliance Officer, ITT/ESI, telephone (800) 388-3368. Any questions about this policy or potential sexual assault, sexual harassment or other prohibited harassment should also be brought to the attention of the same persons.

The school encourages students and ITT Technical Institute employees to promptly and accurately report all sexual assaults occurring at any of the school's facilities to the appropriate police agencies. Upon the request of a sexual assault complainant, the school will: (a) transport the complainant to the hospital or contact emergency personnel on behalf of the complainant; (b) refer the complainant to a counseling center or an agency that can make such referral; and (c) notify the police on behalf of the complainant.

ITT Technical Institute will promptly investigate all allegations of sexual assault, sexual harassment or other prohibited harassment in as confidential a manner as the school deems reasonably possible and take appropriate corrective action, if warranted. The school will inform the complainant of the results of the school's investigation. Sexual assault complainants may, in their discretion, pursue their own remedies against the alleged perpetrator, whether civilly and/or criminally. The school will assist any student with academic difficulties arising as a direct result of a sexual assault on the student by any ITT Technical Institute student or employee occurring at any of the school's facilities.

Disabled Applicants and Students

The school is committed to compliance with Section 504 of the Rehabilitation Act of 1973 and its regulations. The school does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. The school Director is designated the school's Student Disability Coordinator and coordinates Section 504 compliance. Applicants or students with a disability may request an accommodation by contacting the school Director.

Health, Security and Safety

The school strives to provide its students with a secure and safe environment. Classrooms and laboratories comply with the requirements of the various federal, state and local building codes, and the Board of Health and Fire Marshal regulations. Students are responsible for their own security and safety both on-campus and off-campus, and each student must be considerate of the security and safety of others. **THE SCHOOL HAS NO RESPONSIBILITY OR OBLIGATION WHATSOEVER FOR ANY STUDENT'S PERSONAL BELONGINGS THAT ARE LOST, STOLEN OR DAMAGED, WHETHER ON OR OFF SCHOOL PREMISES OR DURING ANY SCHOOL ACTIVITIES. THE SCHOOL HAS NO RESPONSIBILITY OR OBLIGATION WHATSOEVER WITH RESPECT TO ANY ALTERCATIONS OR DISPUTES BETWEEN STUDENTS, WHETHER ON OR OFF THE SCHOOL'S PREMISES OR FOR ANY DAMAGES OR INJURIES ARISING THEREFROM.** Students should immediately report any medical, criminal or other emergency occurring on the school premises to the school Director or Dean (or any other school employee if such officials are not available). Upon receipt of any report of a medical or criminal emergency, the school will, on behalf of the student, obtain the services of medical or security professionals, as required. Following a criminal emergency, the school may require the reporting student to confirm in writing the details of the criminal emergency reported. Students are encouraged to promptly and accurately report all crimes that occur on school premises or during any school activities to school officials and the appropriate police agencies. The school compiles and issues on an annual basis an ITT Technical Institute Security Policies and Crime Statistics Report. This report discloses information about this school's campus security policies and procedures and statistics concerning the number of certain crimes that may have taken place on campus. Students may obtain a copy of the report from the school Director.

Disclaimer of Warranties

EXCEPT AS EXPRESSLY STATED IN THE STUDENT'S ENROLLMENT AGREEMENT OR THIS CATALOG, THERE ARE NO WARRANTIES, EXPRESS OR IMPLIED, BY OPERATION OF LAW OR OTHERWISE, REGARDING OR RELATING TO ANY SERVICE OR PRODUCT FURNISHED BY THE SCHOOL TO THE STUDENT PURSUANT TO OR IN CONNECTION WITH THE STUDENT'S ENROLLMENT AGREEMENT OR THIS CATALOG. THE SCHOOL SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR ANY PURPOSE.

Limitation of Liability

IN NO EVENT WILL THE STUDENT OR THE SCHOOL BE LIABLE TO THE OTHER PARTY OR ANY THIRD PARTY FOR ANY INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, CONSEQUENTIAL OR PUNITIVE DAMAGES, REGARDLESS OF THE FORM OF ACTION (WHETHER IN CONTRACT, TORT OR OTHERWISE) OR EVEN IF THE LIABLE PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT WILL THE SCHOOL'S MAXIMUM LIABILITY TO THE STUDENT FOR ALL DAMAGES ARISING OUT OF OR IN ANY WAY RELATED TO THE STUDENT'S ENROLLMENT AGREEMENT (INCLUDING ANY AMENDMENTS OR ADDENDA THERETO) OR THIS CATALOG OR THE SUBJECT MATTER THEREOF EXCEED THE LESSER OF: (A) THE ACTUAL DIRECT DAMAGES INCURRED BY THE STUDENT THAT WERE CAUSED BY THE SPECIFIC SERVICE OR PRODUCT PROVIDED BY THE SCHOOL UNDER THE STUDENT'S ENROLLMENT AGREEMENT THAT IS THE SUBJECT OF THE STUDENT'S COMPLAINT; OR (B) THE AMOUNT OF TUITION, FEES AND/OR COST OF ANY TOOLS RECEIVED BY THE SCHOOL FROM OR ON BEHALF OF THE STUDENT FOR THE SPECIFIC SERVICE OR PRODUCT PROVIDED BY THE SCHOOL UNDER THE STUDENT'S ENROLLMENT AGREEMENT THAT DIRECTLY CAUSED SUCH DAMAGE. Notwithstanding anything above to the contrary in this Limitation of Liability section, if any limitation of liability conflicts with the substantive law governing the student's Enrollment Agreement or this catalog, the substantive law with respect to such limitation will control.

The provisions of the student's Enrollment Agreement and this catalog allocate risks between the student and the school. The amount of tuition and fees and the cost of any tools purchased by the student from the school that the student was required to obtain for the program of study reflect this allocation of risk and the limitation of liability.

Student Complaint/Grievance Procedure

Statement of Intent: To afford full consideration to student complaints concerning any aspect of the programs, facilities or other services offered by or associated with ITT Technical Institute. This complaint procedure is intended to provide a formal framework within which such complaints may be resolved. This procedure is not, however, a substitute for other available informal means of resolving complaints or other problems. Students are encouraged to communicate their concerns fully and frankly to members of the school

faculty and administration. Reasonable measures will be undertaken to preserve the confidentiality of information that is reported during the investigation and to protect persons who report information from retaliation.

Procedure

All student complaints will be handled in the following manner:

Step One - Contact School Director

1. A student must present to the school Director (ITT Technical Institute, 440 South Melrose Drive, Suite 100, Vista, California 92081, telephone (760) 630-1418) any complaint relating to any: (a) aspect of the programs, facilities or other services provided by the school; (b) action or alleged misrepresentation by an employee or representative of the school; (c) discrimination or harassment based on race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status by any student, applicant, faculty member or other school employee, or visitor or invitee of the school; and (d) school activity. The complaint may be oral or written. The school Director will promptly acknowledge receipt of the complaint.
2. The school Director will meet with the student to discuss and respond to the complaint. The school Director's response may be oral or written and will address the specific complaint and indicate what, if any, corrective action has been proposed or accomplished.
3. Within three (3) school days of any such discussion, the school Director will prepare a written summary of the discussion, including any agreed upon or proposed solution of the student's complaint. The school Director will take the necessary steps to ensure that any agreed upon solution or other appropriate action is taken.

Step Two - Appeal to ITT Educational Services, Inc. ("ITT/ESI")

1. If a complaint is not resolved to the student's satisfaction, the student will, as soon as possible after the student's discussion with the school Director, submit the complaint on a Student Complaint Summary form to the Student Relations Specialist, ITT/ESI, 13000 N. Meridian Street, Carmel, Indiana 46032-1404, telephone (800) 388-3368.
2. Within ten (10) days after receipt of the student's written letter of complaint, the Student Relations Specialist, ITT/ESI, or designee will reply to the student in writing, specifying what action, if any, ITT/ESI will undertake.

Step Three - Contact the State

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education and/or the State of California Office of the Attorney General. The Bureau address is 2535 Capitol Oaks Drive, Suite 400, Sacramento, California 95833, telephone (888) 370-7589, Web site address, www.bppe.ca.gov. The student must contact the Bureau for further details. The State of California Office of the Attorney General is located at 1300 "I" Street, Sacramento, CA 95814-2919, telephone (916) 445-9555, Web site address www.oag.ca.gov.

Step Four - Contact the Accrediting Council

If the complaint has not been resolved by ITT/ESI to the satisfaction of the student, the complaint may also be referred to the Accrediting Council for Independent Colleges and Schools, 750 First Street, NE, Suite 980, Washington, DC 20002-4241, telephone (202) 336-6780.

Resolution of Disputes

The following procedure applies to the resolution of any dispute arising out of or in any way related to a student's Enrollment Agreement with the school, any amendments or addenda thereto, and or the subject matter thereof, including, without limitation, any statutory, tort, contract or equity claim (individually and collectively, the "Dispute"):

- (a) The parties are encouraged to make an initial attempt, in good faith, to resolve the Dispute pursuant to the school's Student Complaint/Grievance Procedure or through other informal means.
- (b) If the Dispute is not resolved pursuant to the school's Student Complaint/Grievance Procedure or through other informal means, then the Dispute will be resolved by binding arbitration between the parties. Arbitration is the referral of a dispute to an impartial person for a final and binding determination. Both the student and the school agree that the Enrollment Agreement involves interstate commerce and that the enforceability of this Resolution of Disputes section will be governed, both procedurally and substantively, by the Federal Arbitration Act, 9 U.S.C. §1-9 (the "FAA").

The arbitration between the student and the school will be administered by the American Arbitration Association ("AAA") or, in the event the AAA declines or is unable to administer the arbitration, by an arbitration forum or arbitrator that the student and the school mutually agree upon. If, after making a reasonable effort, the student and the school are unable to agree upon an arbitration forum or arbitrator, a court having proper jurisdiction will appoint an arbitration forum or arbitrator. The arbitration will be conducted in accordance with the AAA's Commercial Arbitration Rules ("Commercial Rules") and, when deemed appropriate by the arbitration forum or arbitrator, the AAA's Supplementary Procedures for Consumer-Related Disputes ("Consumer Procedures"), or the appropriate rules of any alternative arbitration forum selected by the student and the school or appointed by a court, subject to the following modifications:

- (1) The arbitration will be conducted before a single arbitrator (without a jury) who will be a former federal or state court judge and will have at least 10 years of experience in the resolution of civil disputes.
- (2) The site of the arbitration will be the city in which the school is located.
- (3) The substantive law which will govern the interpretation of a student's Enrollment Agreement and the resolution of the Dispute will be the law of the state where the school is located, except that the enforceability of this Resolution of Disputes section will be governed, both procedurally and substantively, by the FAA.
- (4) The arbitrator will have the exclusive authority to determine and adjudicate any challenge to the enforceability of this Resolution of Disputes Section.
- (5) The scope of the arbitration will be limited to the Dispute between the student and the school. In the arbitration between the student and the school:

- no claims of any other person will be consolidated into the arbitration or otherwise arbitrated together with any claims of Student;
 - no claims will be made on behalf of any class of persons;
 - no representative actions of any kind are permitted, including, without limitation, class actions and class arbitrations; and
 - the arbitrator may not preside over any representative action.
- (6) The parties may take discovery through interrogatories, depositions and requests for production that the arbitrator determines to be appropriate to allow for a fair hearing, taking into consideration the claims involved and the expedited nature of arbitration.
 - (7) The school will pay the amount of any arbitration costs and fees charged to the student under the Commercial Rules or Consumer Procedures that exceed the costs and fees that the student would incur if the student filed a similar action in a court having proper jurisdiction.
 - (8) In any of the following arbitration-related proceedings, the prevailing party will be entitled to recover its reasonable attorneys' fees:
 - any motion which any party is required to make in the courts to compel arbitration of a Dispute; or
 - any challenge to the arbitration award, whether to the arbitrator or the courts, for the purpose of vacating, modifying or correcting the award.
 - (9) All aspects of the arbitration proceeding, and any ruling, decision or award by the arbitrator, will be strictly confidential. The parties will have the right to seek relief in the appropriate court to prevent any actual or threatened breach of this provision.
 - (10) If any provision of this Resolution of Disputes section or its application is invalid or unenforceable, that provision will be severed from the remainder of this section and the remainder of this section will be binding and enforceable.

The Commercial Rules, Consumer Procedures and other information regarding the AAA's arbitration procedures are available from the AAA, which can be contacted by mail at 1633 Broadway, 10th Floor, New York, New York 10019, by telephone at (800) 778-7879 or through its Web site at www.adr.org.

Family Educational Rights and Privacy Act of 1974, as Amended

Statement of Compliance

1. General Policy

Under the authority of the Family Educational Rights and Privacy Act of 1974, as amended ("Act"), a student has the right to examine certain records concerning the student which are maintained by the school. The school must permit the student to examine such records within 45 days after the school receives a written request from the student. The school will also permit the student to obtain a copy of such records upon payment of a reproduction fee. A student may request that the school amend his or her education records on the grounds that they are inaccurate, misleading or in violation of the student's right of privacy. In the event the school refuses to so amend the records, the student may, after complying with the Student Complaint/Grievance Procedure, request a hearing. If the outcome of a hearing is unsatisfactory to the student, the student may submit an explanatory statement for inclusion in his or her education record. A student has the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605, concerning the school's alleged failure to comply with the Act.

2. Education Records

Education records are records maintained by the school which contain information directly related to the student. Examples of education records are the student's education, career services and financial aid files. The only persons allowed access to such records are those who have a legitimate administrative or educational interest.

3. Exemptions

The following records are exempt from the Act:

- (a) Financial records of the student's parents.
- (b) Confidential letters and recommendations relating to admission, employment or honors to which the student has waived his or her right to inspect.
- (c) Records about students made by faculty or administrators which are maintained by, and accessible only to, the faculty and administration.
- (d) Records made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting or assisting in such capacity, and which are available only to persons providing the treatment.
- (e) Employment records for school employees who are also current or former students.
- (f) Records created or received after an individual is no longer a student at the school and are not directly related to the individual's attendance as a student at the school.
- (g) Grades on peer-graded papers that have not been collected and recorded by an instructor.

4. Review of Records

It is the policy of the school to monitor educational records to insure that they do not contain information which is inaccurate, misleading or otherwise inappropriate. The school may destroy records which it determines, in its discretion, are no longer useful or pertinent to the student's circumstances.

5. Directory Information

Directory Information (as defined below) is that information which may be unconditionally released without the student's consent, unless the student specifically requests in writing that such information not be released. The school requires that such request must (I) specify what categories of Directory Information are to be withheld by the student and (II) be delivered to the school Director within 15 days after the student starts class. Any such request must be renewed annually by the student. "Directory Information" means information contained in a student's education record which would generally not be considered harmful or an invasion of privacy if disclosed. Directory Information includes, but is not limited to, the student's name; address(es); telephone number(s); electronic mail address(es);

photograph; grade level; enrollment status (e.g., full-time or part-time); date and place of birth; program of study; extracurricular activities; credentials, awards and recognition (i.e., honors) received; last school attended; dates of attendance (i.e., enrollment period(s), not daily attendance record); and student or user ID number (other than a social security number), but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity which are known or possessed only by the authorized user.

6. Access Without Student Consent

The school may release a student's education records without written consent of the student to:

- (a) Other school officials who have a legitimate educational interest.
- (b) Other schools where the student has applied for admission or is enrolled, so long as the information is for purposes related to the student's attendance at those other schools.
- (c) Authorized representatives of the U.S. Department of Education, state and local education authorities, the Comptroller General of the United States or the Attorney General of the United States.
- (d) Providers of financial aid (and services in connection therewith) for which the student has applied or received, including, without limitation, lenders, Veterans Administration, state vocational rehabilitation agencies and collection agencies, if the information is for purposes of determining eligibility for aid, determining the amount of the aid, determining the conditions of the aid or enforcing the terms and conditions of the aid.
- (e) State and local authorities where required.
- (f) Accrediting agencies.
- (g) A parent (whether a natural parent, guardian or an individual acting as a parent in the absence of a parent or guardian) of a student who is a dependent of the parent for purposes of the Internal Revenue Code. The school is not required, however, to release such records.
- (h) Any court in which the student or a parent of the student initiates a legal action against the school, but only with respect to the student's education records that are relevant for the school to defend itself.
- (i) Any court in which the school initiates a legal action against the student or a parent of the student, but only with respect to the student's education records that are relevant for the school to prosecute the legal action.
- (j) Any person pursuant to and in compliance with a judicial order or subpoena, provided that the school reasonably attempts to notify the student prior to compliance (unless the order or subpoena specifies that the student must not be notified).
- (k) Appropriate persons or agencies in the event of a health or safety emergency, where such release without consent is deemed necessary by the school under the circumstances.
- (l) Organizations conducting studies to develop, validate or administer predictive tests, administer student aid programs or improve instruction.
- (m) The public, if the school determines, in its discretion, that the student, as an alleged perpetrator, has committed a Crime of Violence (as defined below) or a Non-forcible Sex Offense (as defined below) in violation of the Conduct section of this catalog, but only the following information from the student's education records: the student's name, the violation committed; and any sanction imposed by the school on the student. A Crime of Violence means an act that would, if proven, constitute any of the following offenses or offenses to commit the following offenses: arson; assault offenses; burglary; criminal homicide, whether manslaughter by negligence, murder or non-negligent manslaughter; the destruction, damage or vandalism of property; kidnapping or abduction; robbery; or forcible sex offense. A Non-forcible Sex Offense means an act that would, if proven, constitute statutory rape or incest.
- (n) The purported victim, regardless of whether the school determines that the student, as an alleged perpetrator, committed a Crime of Violence or a Non-forcible Sex Offense in violation of the Conduct section of this catalog, but only the following information from the student's education records: the student's name; the violation committed; and any sanction imposed by the school on the student.
- (o) Any person, if the education records disclosed are Directory Information on the student.
- (p) The student, or the student's parents if the student is less than 18 years old.
- (q) A parent of the student regarding the student's violation of any federal, state or local law or any rule or policy of the school concerning the use or possession of alcohol or a controlled substance, if the student is under the age of 21 and the school has determined that the student has violated the Conduct section of this catalog with respect to that use or possession.
- (r) The United States Attorney General (or designee not lower than an Assistant Attorney General) pursuant to an ex parte court order concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.
- (s) The public, if the disclosure concerns an individual required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the school under 42 U.S.C. 14071 and applicable federal guidelines.

The school will obtain the written consent of the student prior to releasing the student's education records to any other person or organization, except with respect to Directory Information.

ITT Educational Services, Inc. has adopted a detailed Family Educational Rights and Privacy Act policy (AA 9.0) which is available to the student upon request.

Foreign Student Information

Financial Assistance

Some foreign students may be eligible for federal student financial aid. To be eligible, a foreign student must be one of the following:

- (a) a U.S. national; or
- (b) a U.S. permanent resident and possess an I-551 (Alien Registration Receipt Card).

Any foreign student who is not one of the above must have one of the following documents from the U.S. Citizenship and Immigration Services ("USCIS"):

- (i) I-94 (Arrival-Departure Record) with an appropriate endorsement;
- (ii) a passport confirming permanent residency in the Trust Territory of the Pacific Islands;
- (iii) official documentation that the student has been granted asylum in the U.S.; or
- (iv) other proof from the USCIS that the student is in the U.S. for other than a temporary purpose.

Any foreign student who possesses any of these documents should check with the Finance Department for more information regarding his or her eligibility for federal student financial aid.

All classes and coursework will be conducted in English and admission is not based on any level of English language proficiency. English language services (including instruction) and visa services are not available at the school. The institution will verify student status at no charge where the institution has issued a Form I-20 to the student.

Career Services

Foreign students may not be permitted by the USCIS to be employed in the United States during school. Therefore, a foreign student should have sufficient funds available to cover tuition, fees, the cost of any tools that the student is required to obtain for his or her program of study or other supplies and living costs.

Most, if not all reference sources provided by the school to assist the foreign student in securing graduate employment related to his or her education will involve firms and employment opportunities located in the United States. The foreign student is responsible for obtaining all of the necessary governmental authorizations to remain in the United States and obtain employment in the United States following graduation from his or her program of study at the school.

Student Handbook

The school maintains a Student Handbook for students that includes information relating to various areas of student interest and responsibility. Copies of the Student Handbook are available from the school administration. Each student is provided a copy of the Student Handbook and must abide by the student requirements and responsibilities specified therein. The Student Handbook is incorporated into this catalog in its entirety in an Appendix set forth herein.

Revisions to Policies and Procedures

The school reserves the right from time to time in its discretion to revise all terms, provisions, policies, requirements and procedures contained in this catalog and the Student Handbook. Each student will be bound by and must comply with all terms, provisions, policies, requirements and procedures contained in this catalog and/or the Student Handbook that the school revises.

Records Retention

The school maintains a student's records for seven (7) years following the student's graduation or last date of attendance. The school will permanently retain: (a) the student's final transcript (through his or her last date of attendance) with respect to the student's enrollment in a program of study at the school; and (b) any transcripts with respect to the student's enrollment at any other postsecondary institution that the school may have received.

TUITION, FEES AND TOOLS

The total charges for a student's first academic quarter of attendance in a program of study are as follows:

Student Tuition Recovery Fund ("STRF") Fee ¹ :	\$ <u> 0.00</u>
Academic Fee:	\$ <u> 200.00</u>
Tuition (an estimated \$ <u> 493 </u> per credit hour for an estimated <u> 13.5 </u> credit hours) ⁶ :	\$ <u> 6,655.50</u>
Cost of tools ³ :	\$ <u> 500.00</u>
Administrative Fee ⁴ :	\$ <u> 100.00</u>
<u>TOTAL CHARGES FOR A STUDENT'S FIRST ACADEMIC QUARTER OF ATTENDANCE IN A PROGRAM OF STUDY⁵:</u>	\$ <u> 7,455.50</u>

The estimated total charges for an entire program of study are as follows:

	<u>Associate's Degree</u>	<u>Bachelor's Degree</u>
Student Tuition Recovery Fund ("STRF") Fee ⁵ :	\$ <u> 0.00</u>	\$ <u> 0.00</u>
Academic Fee:	\$ <u> 200.00</u>	\$ <u> 200.00</u>
Estimated Tuition (an estimated \$ <u> 493 </u> per credit hour for an estimated <u> 93 </u> credit hours for an associate's degree program of study and an estimated <u> 180 </u> credit hours for a bachelor's degree program of study) ⁷ :	\$ <u> 45,849.00</u>	\$ <u> 88,740.00</u>
Estimated cost of tools ⁸ :	\$ <u> 500.00</u>	\$ <u> 500.00</u>
Administrative Fee ⁴ :	\$ <u> 100.00</u>	\$ <u> 100.00</u>
<u>ESTIMATED TOTAL CHARGES FOR AN ENTIRE PROGRAM OF STUDY⁹:</u>	\$ <u> 46,649.00</u>	\$ <u> 89,540.00</u>

- (1) Effective January 1, 2015, (a) the amount of the STRF Fee was reduced to \$0.00 per \$1,000 of estimated total charges for the entire program (rounded to the nearest \$1,000) charged to the student, and (b) the school was required to refrain from collecting the STRF Fee. The STRF Fee is nonrefundable. See the Fees and Student Tuition Recovery Fund ("STRF") Fee and Disclosures sections below for an explanation of this fee.
- (2) This amount assumes that 12 is the number of credit hours in the courses that a student will take in his or her first academic quarter of attendance in a program of study.
- (3) This assumes that the courses that a student will take in his or her first academic quarter of attendance in a program of study will require tools at the highest estimated costs specified in the Tools section below, if a student purchased those tools from the school.
- (4) A student is not obligated to pay the Administrative Fee, until his or her enrollment in a program of study terminates, as explained in the Fees section below.
- (5) This amount assumes that the tuition, cost of tools, Academic Fee and Administrative Fee specified below in this table are the actual amounts of those charges. The STRF Fee is nonrefundable. See the Fees and Student Tuition Recovery Fund ("STRF") Fee and Disclosures sections below for an explanation of this fee.
- (6) This amount assumes that 13.5 is the number of credit hours in the courses that a student will take in his or her first academic quarter of attendance in a program of study.
- (7) This is an estimated amount because:
- the estimated number of credit hours in the courses in the program of study that a student takes while enrolled in that program of study may differ from the actual number of credit hours in those courses;
 - the courses in the program of study that a student is expected to take while enrolled in that program may differ from the course(s) in that program that a student actually takes;
 - the pace at which a student takes and satisfactorily completes the courses in a program of study will determine the number of academic quarters that a student is enrolled in that program and the total charges for that program of study to the student;
 - the number of courses in a program of study that a student must satisfactorily complete to graduate from that program will depend on the student's previous postsecondary education and experience; and
 - the courses in the program of study and the number of credit hours in any program course and/or the program of study may change.
- (8) This is an estimated amount based on the cost of the tools required for certain courses in certain programs of study, if a student purchases those tools from the school. The actual cost of those tools could be higher or lower than the estimated cost, and is subject to change by the school at any time.
- (9) This is an estimated amount, because of the variables described in footnotes (2), (3), (5), (6) and (7) above.

Tuition

Each student who enrolls in any of the following programs of study offered by the school will pay the school the corresponding amount of tuition for each credit hour of each course in that program of study that the student is registered to take from the school:

<u>Program of Study</u>	<u>Current Tuition Per Credit Hour</u>
(a) Accounting (Associate's Degree)	\$493
(b) Business Management (Associate's Degree)	\$493
(c) Criminology and Forensic Technology (Associate's Degree)	\$493
(d) Drafting and Design Technology (Associate's Degree)	\$493
(e) Electrical Engineering and Communications Technology (Bachelor's Degree)	\$493
(f) Electrical Engineering Technology (Associate's Degree)	\$493
(g) Industrial Engineering Technology (Associate's Degree)	\$493
(h) Information Systems and Cybersecurity (Bachelor's Degree)	\$493
(i) Network Systems Administration (Associate's Degree)	\$493
(j) Project Management and Administration (Bachelor's Degree)	\$493
(k) Software Development (Bachelor's Degree)	\$493
(l) Software Development (Associate's Degree)	\$493

The tuition for each program course that a student is registered to take from the school is determined by multiplying the tuition per credit hour by the number of credit hours in the program course. The tuition for each quarter in which a student is enrolled in a program of study offered by the school is determined by multiplying the tuition per credit hour by the total number of credit hours in all of the program courses that the student is registered to take during the quarter. The tuition for all of the credit hours in all of the program courses that a student is registered to take from the school during a quarter is due and payable by the student to the school on the first day of that quarter.

Fees**Academic Fee**

Each student will pay the school an Academic Fee of \$200. Notwithstanding anything to the contrary in the immediately preceding sentence, if the school or any other ITT Technical Institute previously received and retained any monies from or on behalf of the student for an Academic Fee charged to the student ("Prior Academic Fee Retained"), the student will only be obligated to pay the school an Academic Fee in the amount of \$200, less the amount of the Prior Academic Fee Retained. The Academic Fee is due and payable by the student to the school on the student's first day of recorded attendance in any program course following the student's enrollment in a program of study offered by the school.

Administrative Fee

Each student will pay the school an Administrative Fee of \$100 each time the student's enrollment in a program of study offered by the school is terminated, regardless of the reason for the termination (including, without limitation, any termination of enrollment resulting from a student's graduation, withdrawal, failure to make satisfactory academic progress or violation of the Conduct section of the school catalog). The Administrative Fee is due and payable by the student to the school immediately upon the termination of the student's enrollment in the program of study.

Tools

Each student who enrolls in any of the following programs of study offered by the school must obtain, at the student's own expense, the tools required by the school for use in one or more of the program courses in that program of study:

<u>Program of Study</u>	<u>ESTIMATED Cost of Tools if Purchased From the School</u>
(a) Criminology and Forensic Technology (Associate's Degree)	\$150
(b) Drafting and Design Technology (Associate's Degree)	\$500
(c) Electrical Engineering and Communications Technology* (Bachelor's Degree)	\$500
(d) Electrical Engineering Technology (Associate's Degree)	\$500
(e) Information Systems and Cybersecurity* (Bachelor's Degree)	\$500
(f) Project Management and Administration* (Bachelor's Degree)	\$500

*Depending on the courses that the student chooses to take to satisfy the Unspecified Core course requirements in the Program Outline, the student may be required to purchase tools for use in these courses.

The actual use of, and instruction regarding, the tools in any program course may vary depending on the program course and any changes thereto, the faculty member teaching the program course and the student's progress in the program course. The ESTIMATED cost specified above for the tools required for certain program courses in the corresponding program of study is an ESTIMATED cost of those tools if purchased from the school. The ACTUAL cost of the tools required for the particular program of study could be higher or lower than the ESTIMATED cost. The ESTIMATED cost of those tools is subject to change by the school at any time. No student is obligated to purchase any tools from the school. Any tools that a student purchases from the school are unreturnable and the cost is nonrefundable, except as expressly specified in the Return of Tools section. The cost of any tools that a student purchases from the school is due and payable by the student to the school upon the student's receipt of those tools.

Student Tuition Recovery Fund ("STRF") Fee and Disclosures

A STRF Fee is assessed against the student on the first day of recorded attendance in any program based on (a) the estimated total charges for the entire program, including the amount of estimated tuition and any other fees charged to the student and (b) the estimated cost of any tools that the student purchases from the school for any program course that the student is registered to take during the entire program. Effective January 1, 2015, (a) the amount of the STRF Fee was reduced to \$0.00 per \$1,000 of estimated total charges for the entire program (rounded to the nearest \$1,000) charged to the student, and (b) the school was required to refrain from collecting the STRF Fee. The STRF Fee is nonrefundable.

The school hereby makes the following disclosures to the student in accordance with Division 7.5 and Section 76215 of Title 5 of the California Code of Regulations:

"You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

"The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed;
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school;
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs;
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

A student eligible for STRF must file a STRF claim with the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, telephone (888) 370-7589, fax number (916) 263-1897, on an application form supplied by the Bureau and containing the information requested in that form.

Alternative Payment Arrangement

If the student is unable to pay the school, on or before the applicable due dates, all of the tuition, applicable fees and/or cost of any required tools purchased from the school that are or may become owed by the student to the school with respect to the student's enrollment in a program of study at the school, the school may, in its discretion, agree in writing to a different payment arrangement as expressly provided in a Cost Summary and Payment Addendum to the student's Enrollment Agreement with the school.

Delinquent Payment

Any student who is delinquent in the payment of any sum owed to the school may be suspended or terminated from the student's program of study at the school's discretion. If a student is terminated from his or her program of study for failing to pay the school when due any sum owed to the school, the student will not be considered for readmission to the program of study until the school receives full payment of all such delinquent sum or the student makes written arrangements with the school to pay such delinquent sum that are acceptable to the school in its discretion. If the student fails to fulfill the terms of any such arrangement that is accepted in writing by the school, the school may, in its discretion, terminate the student from his or her program of study at the school.

Methods Used to Collect Delinquent Payments

The student must pay all amounts owed to the school prior to leaving the school. If the student is unable to pay all such amounts before leaving the school, the student must make arrangements to pay such amounts that are acceptable to the school in its discretion. If the student fails to (a) make arrangements that are acceptable to the school prior to leaving the school or (b) fulfill the terms of any arrangements accepted by the school, the school will be forced to exercise all of its rights and remedies against the student to collect all such amounts, including, without limitation, referring the student's account to a collection agency.

Repeat

If a student repeats any course(s) in his or her program of study at the school, the student must pay all then current tuition and fees applicable to such program course(s).

FINANCIAL INFORMATION

Cancellation

The student's enrollment in the program will be canceled and all monies received by the school from or with respect to the student under the student's Enrollment Agreement with the school will be returned to the appropriate party(ies) within 30 days, if:

- (a) the student has canceled the student's Enrollment Agreement with the school by notifying the school on or before
 - the student's first day of instruction in any program course, or
 - the 7th day following the date that the student signs the Enrollment Agreement with the school, whichever occurs last; or
- (b) the school cancels the program.

Refund

(a) If, during any quarter that the student is enrolled in the program, the student withdraws or is terminated from:

- (1) any program course on the first day of instruction in that program course, the student will be obligated to the school for the entire cost of any tools purchased by the student from the school for use in that program course, except as specified in the Return of Tools section below;

- (2) any program course after the first day of instruction but within the first 60% of that program course, the student will be obligated to the school for
- a Pro Rata Portion (as defined below in this section) of the tuition for that program course, and
 - the entire cost of any tools for that program course, except as specified below in the Return of Tools section;
- (3) any program course after the first 60% of that program course, the student will be obligated to the school for
- all of the tuition for that program course, and
 - the entire cost of any tools for that program course;
- (4) the program on the first day of instruction in any program course, the student will not be obligated to the school for
- any Academic Fee charged to the student in that quarter,
 - the Administrative Fee, or
 - the STRF Fee;
- (5) the program after the first day of instruction in any program course but within the first 60% of that quarter, the student will be obligated to the school for
- a Pro Rata Portion of any Academic Fee charged to the student in that quarter and the Administrative Fee, and
 - all of the STRF Fee; and
- (6) the program after the first 60% of that quarter, the student will be obligated to the school for all of
- any Academic Fee charged to the student in that quarter,
 - the Administrative Fee, and
 - the STRF Fee.
- (b) "Pro Rata Portion" with respect to a program course means the percentage derived by dividing the total number of hours of instruction in that program course into the number of those hours of instruction that had expired at the time of the student's withdrawal or termination. "Pro Rata Portion" with respect to any fee(s) charged to the student in a quarter means the percentage derived by dividing the total number of hours of instruction in all of the program course(s) that the student was registered to take in that quarter at the time of the student's withdrawal or termination into the number of those hours of instruction that had expired at the time of the student's withdrawal or termination. The time of the student's withdrawal or termination for purposes of calculating any refund due under this section and for purposes of the Return of Tools section below will be the student's last point of recorded attendance in a program course.
- (c) Notwithstanding anything to the contrary above in this section, if the student withdraws or is terminated from any program course or the program during any quarter, the student will remain obligated to the school for:
- all of the tuition, fees, cost of any tools and cost of any other supplies owed to the school for any previous attendance by the student at the school; and
 - all other amounts owed to the school under the student's Enrollment Agreement with the school (including any addenda to the student's Enrollment Agreement with the school) and/or any other agreement between the student and the school.
- (d) If, at the time the student withdraws or is terminated from any program course or the program, the school has received any monies for tuition, the Academic Fee, the Administrative Fee, STRF Fee or any tools from or on behalf of the student in excess of the student's obligation for those items as provided in this section, the school will refund such excess to the appropriate party(ies) as specified below in this section.
- (e) Any refund required under this section will be paid first to eliminate any outstanding balances for any student financial aid received by or with respect to the student in the following order and priority (unless applicable law requires otherwise) and within the time period prescribed by law:

1 st : private or institutional student loans;	5 th : unsubsidized Federal Direct Stafford loans;	9 th : Federal Direct PLUS loans;
2 nd : private or institutional parental loans;	6 th : subsidized Federal Direct Stafford loans;	10 th : state student loans; and
3 rd : unsubsidized Federal Stafford loans;	7 th : Federal Perkins loans;	11 th : state parental loans.
4 th : subsidized Federal Stafford loans;	8 th : Federal PLUS loans;	12 th : Cal Grant aid.

- (f) The school will pay the student any refund remaining after all outstanding balances specified in Item (e) immediately above in this section are eliminated, within 60 days following:
- (1) The student's last date of recorded attendance in a program course, if the school terminated the student from the program course or the program;
 - (2) the latter of
 - the student's last date of recorded attendance in a program course,
 - the date that the school received the student's written notice of withdrawal from a program course or the program, or
 - the withdrawal date from a program course or the program specified in the student's written notice of withdrawal received by the school,
 if the student withdrew from the program course or the program and the school received the student's written notice of withdrawal; or
 - (3) the 22nd consecutive calendar day after the student's last date of recorded attendance in a program course, if the student withdrew from the program course or the program and such calendar day occurred before any applicable date in Item (2) immediately above in this section.

Return of Tools

- (a) If the student withdraws or is terminated from any program course, the student may return to the school any of the tools purchased by the student from the school for use in that program course if all of the following conditions are satisfied:
- the student withdraws or is terminated from the program course within the first 60% of that program course;
 - the school receives all of those tools within 30 days following the student's withdrawal or termination date; and
 - all of those tools are in good condition when received by the school.
- (b) If any of the above conditions is not satisfied, the student will be obligated to the school for the entire cost of those tools.
- (c) If all of the above conditions are satisfied, the student will be obligated to the school for a percentage of the cost of those tools, that is the same percentage as the percentage of that program course's tuition for which the student is obligated to the school under the Refund section above.

Return of Federal Financial Aid

If the student withdraws or is terminated from the program, depending on when his or her withdrawal or termination occurs during the quarter, the student and/or his or her parent(s) may be ineligible to use a portion of any federal student financial aid awarded to the student and/or his or her parent(s) for use in that quarter.

- (a) If the student's withdrawal or termination from the program occurs:
- within the first 60% of the quarter, the amount of federal student financial aid awarded for use in that quarter that the student and/or his or her parents may use is a proportional calculation based on the percentage of the quarter that has elapsed as of the student's withdrawal or termination date; or
 - after the first 60% of the quarter, the student and/or his or her parents may use 100% of the federal student financial aid awarded for use in that quarter.
- (b) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid remitted to the school to satisfy the student's obligation for tuition, fees or other costs of the student's education:
- federal law requires the school to return to the appropriate party(ies) such unusable aid;
 - the school will advise the student of the amount of such unusable aid returned by the school; and
 - the student will be liable for an amount equal to the portion of such unusable aid for which the student is obligated to the school under the Refund section above, and will immediately pay that amount to the school in full.

- (c) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid received by the student and/or the parent(s) and not remitted to the school:
- federal law requires the student and/or the parent(s) to repay to the appropriate party(ies) such unusable aid; and
 - the school will advise the student and/or the parent(s) of the amount of such unusable aid.
- (d) Any return or repayment of unusable federal student financial aid required under this section will be paid first to eliminate any outstanding balances for any federal student financial aid received by or with respect to the student in the following order and priority and within the time period prescribed by law:
- | | | |
|---|--|---|
| 1 st : unsubsidized Federal Stafford loans; | 5 th : Federal Perkins loans; | 9 th : Federal Academic Competitiveness Grants; |
| 2 nd : subsidized Federal Stafford loans; | 6 th : Federal PLUS loans; | 10 th : Federal National Science and Mathematics Access to Retain Talent Grants; and |
| 3 rd : unsubsidized Federal Direct Stafford loans; | 7 th : Federal Direct PLUS loans; | 11 th : Federal SEOG Program aid. |
| 4 th : subsidized Federal Direct Stafford loans; | 8 th : Federal Pell Grants; | |

NOTE: The Cancellation, Refund and Return of Tools sections contained herein apply to a student who is a resident of the state in which the school is located. A student who is a non-resident will be subject to the Cancellation, Refund and Return of Tools sections contained in the student's Enrollment Agreement with the school.

Cancellation and Refund Requests

Any cancellation or refund request by a student should be made in writing and mailed to Director, ITT Technical Institute, 440 South Melrose Drive, Suite 100, Vista, California 92081. If the student is a minor, however, the request must be made by the student's parent or guardian.

FINANCIAL ASSISTANCE

ITT Technical Institute must provide the student with (a) information on federal, state and institutional grants and loans, private education loans and any other sources of student financial aid (collectively, "Financial Assistance") for which he or she may apply to receive and/or (b) estimates of the amount of Financial Assistance for which he or she may qualify. However:

- the federal, state and private party providers determine the student's eligibility for any Financial Assistance;
- the federal, state and private party providers determine the amount of any Financial Assistance the student may receive, not the school;
- the school determines the student's eligibility for and amount of any institutional Financial Assistance;
- any Financial Assistance, including, without limitation, scholarships, may terminate at any time for any reason including due to changes in legislation or availability of funds;
- the student is responsible for applying for any Financial Assistance, not the school; and
- the student is responsible for repaying the full amount of any Financial Assistance received in the form of a loan, plus interest and less any amount of the loan that may be refunded.

Federal Financial Aid Administered by the U.S. Department of Education

ITT Technical Institute is designated as an eligible institution by the U.S. Department of Education ("DOE") for participation in the following federal student financial aid programs. To apply for student financial aid under the following federal programs, a student needs to complete and submit a Free Application for Federal Student Aid online at www.fafsa.gov or mail a completed PDF FAFSA or paper FAFSA to Federal Student Aid Programs, P.O. Box 7002, Mt. Vernon, IL 62864-0072.

Federal Pell Grant Program

The Federal Pell Grant Program is intended to allow eligible students financial access to the school or the college of their choice. For eligible students, Federal Pell Grants are the "floor" or base upon which all other federal student financial aid is built. Current award year awards range from \$588 to \$5,775. The amount a student may receive depends on the student's expected family contribution ("EFC"), the student's enrollment status (full-time, part-time, three-quarter time or less than half-time), Pell Lifetime Eligibility Used and how much of the student's remaining education at the school falls within the current federal award year (July 1 through June 30). In order to be eligible for a Federal Pell Grant, a student may not have previously received a bachelor's degree from any institution.

Federal Supplemental Educational Opportunity Grant ("FSEOG") Program

The Federal Supplemental Educational Opportunity Grant Program ("FSEOG") provides assistance to exceptionally needy undergraduate students. A priority must be given to Pell Grant recipients with the lowest EFCs. The federal rules permit an eligible student to receive a FSEOG award of \$100 to \$4,000 for each of the student's academic years of study, but at ITT Technical Institute the awards for eligible students are typically between \$200 and \$500 each year, given the limited amount of FSEOG funds available. A student's eligibility for FSEOG funds is determined annually.

Iraq and Afghanistan Service Grant Program

A student who is not eligible for a Federal Pell Grant based only on EFC but meets the remaining Pell eligibility requirements and whose parent or guardian was a member of the U.S. Armed Forces and died as a result of military service performed in Iraq or Afghanistan after September 11, 2001, may be eligible to receive a grant under the Iraq and Afghanistan Service Grant Program. The grant award is equal to the amount of a maximum Federal Pell Grant* for the current federal award year, but cannot exceed the student's cost of attendance for that federal award year. An additional eligibility requirement is that at the time of the parent's or guardian's death the student must have been either:

- under 24 years old; or
- enrolled in college at least part-time at the time.

A student can receive an Iraq and Afghanistan Service Grant for no more than 12 semesters or the equivalent of six academic years of enrollment.

* An Iraq and Afghanistan Service Grant where the first disbursement is on or after October 1, 2015 and before October 1, 2016 requires a reduction of 6.8 percent from the maximum Federal Pell Grant award amount for relevant award year.

Federal Work Study Program

The Federal Work Study Program ("FWS") provides jobs for eligible students to earn funds to pay a portion of their educational expenses. A student enrolled at least half-time in an approved postsecondary educational institution may work on campus or off campus for a Federal, state, or local public agency, a private non-profit or a private for-profit organization. The salary is at least the current federal minimum wage, unless the employer is willing to pay a higher wage rate for particular skills. The number of hours a student may work is based on the financial need demonstrated by the student, the number of hours it is possible for the student to work and the availability of FWS funds at ITT Technical Institute. Only a limited number of FWS jobs are available on campus; information with respect to these campus positions is available from the Career Services Department.

Direct Subsidized Loan Program

These loans are available to eligible undergraduate students enrolled at least half-time at an eligible institution and are based on the financial need demonstrated by each student. An undergraduate student may borrow up to \$3,500 for the first academic year, \$4,500 for the second academic year and \$5,500 for each of the third and subsequent academic years under this program. The annual loan limit amounts will be pro rated for enrollment in programs that are less than one academic year or if enrolled in a program of study that is one academic year or longer and the remaining enrollment period of study is shorter than a full academic year. As of July 1, 2015, the interest rate on a Direct Subsidized Loan is 4.29% for each Direct Subsidized Loan that the student receives during the 2015-2016 award year. A first time borrower on or after July 1, 2013 may not receive Direct Subsidized Loans for more than 150% of the published length of their program of study. For example, if the student is enrolled in a 4-year bachelor's degree program, the maximum period for which the student can receive Direct Subsidized Loans is 6 years (150% of 4 years = 6 years).

A student must repay his or her Direct Subsidized Loans based on the amount borrowed, the interest rate and the repayment plan selected by the borrower. Under the standard repayment plan the payments must be at least \$50 a month (\$600 a year) and will be more, if necessary, to repay the loan within the required time period. Repayment of the Direct Subsidized Loan begins six months after enrollment on a less than half-time basis, graduation or termination of studies. The U.S. Department of Education pays the interest on a Direct Subsidized Loan (1) while a student is in the school at least half-time, (2) for the first six months after the student leaves school (referred to as a grace period), and (3) during a period of deferment (a postponement of loan payments). The DOE may stop paying interest for a student who received Direct Subsidized Loans for the maximum period and who continues enrollment.

A student who (1) is seeking and is unable to find full-time employment or (2) suffers economic hardship may also receive a forbearance, a temporary suspension or reduction of monthly payment, of a Direct Subsidized Loan for up to three years. During forbearance, principal payments are postponed but interest continues to accrue. Unpaid interest that accrues during the forbearance will be added to the principal balance (capitalized) of the student's Direct Subsidized Loan(s).

Direct Unsubsidized Loan Program

These loans are available to eligible undergraduate and graduate students enrolled at least half-time at an eligible institution. A demonstration of financial need is not required. Undergraduate student annual borrowing limits:

- A dependent undergraduate student whose parents are not rejected for a Direct PLUS Loan may borrow up to:
 - \$3,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$2,000 additional Direct Unsubsidized Loan for the first academic year;
 - \$4,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$2,000 additional Direct Unsubsidized Loan for the second academic year; and
 - \$5,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$2,000 additional Direct Unsubsidized Loan for each of the third and subsequent academic years.
- An independent undergraduate or dependent undergraduate and whose parents fail to qualify for a Direct PLUS Loan, may borrow up to:
 - \$3,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans plus, \$6,000 additional Direct Unsubsidized Loan for the first academic year;

- \$4,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$6,000 additional Direct Unsubsidized Loan for the second academic year; and
- \$5,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$7,000 additional Direct Unsubsidized Loan for each of the third and subsequent academic years.

A graduate student may borrow up to \$20,500 each academic year under the Direct Unsubsidized Loan program.

Effective July 1, 2015, the interest rate on a Direct Unsubsidized Loan is 4.29% for an undergraduate student and 5.8% for a graduate student for each Direct Unsubsidized Loan received during the 2015-2016 award year. The terms and conditions of the Direct Unsubsidized Loan, including deferments and loan charges, with a few exceptions, are the same as the Direct Subsidized Loan described above. However, the student is responsible for paying the interest on any Direct Unsubsidized Loan during all periods (in school, grace period, deferment, and forbearance). If the student chooses not to pay the interest while in school and during grace periods and deferment or forbearance periods, the interest will accrue (accumulate) and be capitalized (interest will be added to the principal amount of the loan). The capitalized interest becomes part of the amount (principal) on which the student pays future interest.

Direct PLUS Loan Program

Direct PLUS Loans are for the parent(s) of a dependent undergraduate student and graduate students enrolled on at least a half-time basis in a program of study leading to a degree or certificate at an eligible institution. The maximum Direct PLUS Loan amount a parent or graduate student may borrow is the cost of attendance minus any other Financial Assistance received. As of July 1, 2015 the interest rate for Direct PLUS Loans is 6.84% on each Direct Plus Loan that a borrower receives during the 2015-2016 award year. Direct Plus Loan borrowing is limited to parent(s) of dependent undergraduate students and graduate students with a favorable credit history.

The Direct PLUS Loan enters repayment once the loan is fully disbursed (paid out). A graduate student's loan will be placed in deferment while the student is enrolled at least half-time and for an additional six months (grace period) after the student ceases to be enrolled at least half-time.

The parent borrower may contact the loan servicer to request a deferment (1) while the parent or dependent undergraduate student is enrolled at least half-time and (2) for an additional six months (grace period) after the dependent undergraduate student ceases to be enrolled at least half-time.

If the loan is deferred, interest will accrue on the loan during the deferment. The graduate student or parent borrower may choose to pay the accrued interest or allow the interest to capitalize when the deferment period ends. The loan servicer will notify the graduate student or parent borrower when the first payment is due.

State of California Federal Student Loan Disclosure Requirements

Pursuant to Cal. Educ. Code Section 69800(a)(1), ITT Technical Institute is required to provide students the following information regarding federal student loans:

- (A) Federal student loans are required by law to provide a range of flexible repayment options, including, but not limited to, income-based repayment and income-contingent repayment plans, and loan forgiveness benefits, which other student loans are not required to provide; and
- (B) Federal direct loans are available to students regardless of income.

Credit Balances

A federal Financial Assistance credit balance occurs when the school credits federal Financial Assistance program funds to a student's account and the total amount of those federal Financial Assistance funds exceeds the amount of allowable charges on the student's account. Except as provided below, if federal Financial Assistance disbursements to a student's account at ITT Technical Institute creates a federal Financial Assistance credit balance, the school will pay the credit balance to the student or parent borrower as soon as possible but no later than 14 days after:

- the date the balance occurred on the student's account, if the balance occurred after the first day of class of an academic quarter; or
- the first day of class of the academic quarter, if the credit balance occurred on or before the first day of class of that academic quarter.

Notwithstanding the above, the school is permitted to hold credit balances of federal Financial Assistance, if authorized to do so in writing by the student or parent borrower. However, notwithstanding any authorization obtained by ITT Technical Institute, the school must pay any remaining credit balance on loan funds by the end of the loan period and any remaining other federal Financial Assistance program funds by the end of the payment period in the award year for which they were awarded.

GI Bill® Education Benefits

Some programs offered at ITT Technical Institute are approved by the California State Approving Agency for Veterans for the training of veterans, Ready Reservists, National Guard members, spouses and children of deceased or 100 percent disabled veterans, and, in some cases, spouses and children of active duty service members under Titles 10, 32 and 38 of the United States Code. Veterans desiring to train using the benefits of the GI Bill® must first establish eligibility with the Department of Veteran's Affairs ("VA") by submitting Form 22-1990 and dependents must submit form 22-5490, Application for VA Education Benefits, or by applying online at

www.gibill.va.gov. For a complete description of each VA education assistance program, go to the GI Bill® website at www.gibill.va.gov. Veterans should contact the school's Finance Department with questions regarding institutional procedures for certifying enrollment.

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)"

Military Tuition Assistance

The Tuition Assistance (TA) Program provides financial assistance for voluntary off-duty education programs in support of an active military member's professional and personal self-development goals. The Department of Defense ("DoD") has directed a uniform TA fiscal policy across the military services. The per-quarter hour cap is \$166, the semester hour cap is \$250 and the fiscal year ceiling is \$4,500.

Service members on active duty or current members of the National Guard who are considering college must obtain authorization for tuition assistance through their branch of service. Students should contact their unit education services officer for information regarding full details and current tuition benefits.

NOTE: The regulations governing all federal Financial Assistance programs are subject to change. The Finance Department will have current information regarding available programs, and will make available to the student a copy of the U.S. Department of Education publication "Funding Your Education: The Guide to Federal Student Aid 2015-2016."

Institutional Scholarships

2015 Fall Scholarship

The primary purpose of the 2015 Fall Scholarship (the "FS") is to help address the demand for individuals providing technical administrative support to accountants and other financial management personnel in the United States by encouraging students to graduate from the associate degree program in Accounting at the school (the "Accounting Program"). The FS is only available to eligible new students who first begin the Accounting Program in the quarter that begins in September 2015 ("09/15 Students").

At the end of the first academic year of attendance for which the 09/15 Student is eligible to receive a FS award and each subsequent academic year that an eligible 09/15 Student is enrolled in the Accounting Program, the school will determine if the eligible 09/15 Student qualifies for a FS award for that academic year. If the eligible 09/15 Student qualifies for a FS award for the first academic year or any subsequent academic year after the first academic year, the eligible 09/15 Student will receive a FS award in the form of a retroactive reduction of the amount of tuition and fees that was financed by debt and charged to the eligible 09/15 Student for the courses of the Accounting Program taken by the eligible 09/15 Student in that academic year, after first applying any other institutional scholarships to the eligible 09/15 Student's account. In no event will a refund be issued to an eligible 09/15 Student as a result of receiving a FS award – instead, the FS award for that 09/15 Student will be proportionately reduced to avoid a resulting credit balance.

The maximum amount of the FS awards for which a 09/15 Student may be eligible and qualify will not exceed:

- \$1,250 in any quarter of attendance for which the 09/15 Student is eligible and qualifies for a FS award;
- \$2,500 in any academic year of attendance for which the 09/15 Student is eligible and qualifies for a FS award; or
- \$5,000 in total for all academic years.

Eligibility Requirements – To be eligible for the FS, a 09/15 Student must first begin attending courses in the Accounting Program at the school in the quarter that begins on September 14, 2015. The first academic year of attendance for which a 09/15 Student is eligible to receive a FS award, however, is:

- the 09/15 Student's first academic year that would start on or after September 14, 2015, if the 09/15 Student:
 - was attending one or more courses in an associate or bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on June 15, 2015 ("06/15 Quarter"); and
 - remained continuously enrolled in his or her associate or bachelor degree program of study at an ITT Technical Institute; or
- the 09/15 Student's first academic year that starts on or after September 14, 2015, if the 09/15 Student was not attending one or more courses in an associate or bachelor degree program of study at an ITT Technical Institute at any time in the 09/15 Quarter.

Qualification Requirements – An eligible 09/15 Student will qualify for a FS award for the first academic year of attendance for which the 09/15 Student is eligible to receive a FS award, as specified above in the Eligibility Requirements section. To qualify for a FS award for any subsequent academic year, an eligible 09/15 Student must:

- be enrolled at all times during that academic year in at least two (2) distinct, credit-bearing courses in the eligible 09/15 Student's Accounting Program at the school; and
- be making satisfactory academic progress in the Accounting Program at the end of that academic year.

Upon admission to the Accounting Program, the 09/15 Student must contact the school's Finance Department to determine if he or she is eligible for the FS. If the school determines that the 09/15 Student satisfies the eligibility requirements of the FS, the 09/15 Student will have the opportunity to qualify for a FS award for each academic year of attendance in the Accounting Program. An eligible 09/15 Student may not receive a FS award for more than two academic years of the 09/15 Student's enrollment in the Accounting Program.

President's Scholarship

The primary purpose of the President's Scholarship (the "PS") is to encourage graduates of an ITT Technical Institute associate degree program who have demonstrated above-average academic achievement to obtain a higher level of education. The PS is only available to eligible new students who begin a bachelor degree program of study at an ITT Technical Institute in the quarter that begins in September 2015 ("09/15 BP Students").

At the end of each academic year that an eligible 09/15 BP Student is enrolled in a bachelor degree program, the school will determine if the eligible 09/15 BP Student qualifies for a PS award for that academic year. If the eligible 09/15 BP Student qualifies for a particular academic year, the eligible 09/15 BP Student will receive a PS award in the form of a retroactive reduction of the amount of tuition and fees that was financed by debt and charged to the eligible 09/15 BP Student for the courses of the bachelor degree program of study taken by the eligible 09/15 BP Student in that academic year, after first applying any other institutional scholarships to the eligible 09/15 BP Student's account. In no event will a refund be issued to an eligible 09/15 BP Student as a result of receiving a PS award – instead, the PS award for that 09/15 BP Student will be proportionately reduced to avoid a resulting credit balance.

The maximum amount of the PS awards for which a 09/15 BP Student may be eligible and qualify will not exceed:

- \$2,500 in any quarter of attendance for which the 09/15 BP Student is eligible and qualifies for a PS award;
- \$5,000 in any academic year of attendance for which the 09/15 BP Student is eligible and qualifies for a PS award; or
- \$10,000 in total for all academic years.

Eligibility Requirements – To be eligible for the PS, a 09/15 BP Student must (1) have graduated from an ITT Technical Institute associate degree program of study with an overall cumulative grade point average of at least 3.0 for all of the courses included in that program prior to attending classes in a bachelor degree program of study; and (2) must first begin attending courses in a bachelor degree program of study at the school in the quarter that begins on September 14, 2015. The first academic year of attendance for which a 09/15 BP Student is eligible to receive a PS award, however, is:

- the 09/15 BP Student's first academic year that would start on or after September 14, 2015, if the 09/15 BP Student:
 - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on June 15, 2015 ("06/15 Quarter"); and
 - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the 09/15 BP Student's first academic year that starts on or after September 14, 2015, if the 09/15 BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 06/15 Quarter.

Qualification Requirements – An eligible 09/15 BP Student will qualify for a PS award for the first academic year of attendance for which the 09/15 BP Student is eligible to receive a PS award, as specified above in the Eligibility Requirements section. To qualify for a PS award for any subsequent academic year, an eligible 09/15 BP Student must:

- be enrolled at all times during that academic year in at least two (2) distinct, credit-bearing courses in the eligible 09/15 BP Student's bachelor degree program at the school; and
- be making satisfactory academic progress in his or her bachelor degree program at the end of that academic year.

Upon admission to a bachelor degree program of study at the school, the 09/15 BP student must contact the school's Finance Department to determine if he or she is eligible for the PS. If the school determines that the 09/15 BP student satisfies the eligibility requirements of the PS upon admission to a bachelor's degree program at the school, the 09/15 BP student will have the opportunity to qualify for a PS award for each academic year of attendance in his or her bachelor degree program. An eligible 09/15 BP student may not receive a PS award for more than two academic years of the 09/15 BP student's enrollment in his or her bachelor degree program.

Opportunity Scholarship

The primary purpose of the Opportunity Scholarship (the "OS") is to encourage certain students to commit to pursuing their educational goals. The OS is only available to eligible students attending classes at an ITT Technical Institute in:

- an associate degree program of study ("AP Students"); or
- a bachelor degree program of study ("BP Students").

An AP Student or a BP Student will qualify for an OS award for each quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS award. At the end of each academic year that an eligible AP Student is enrolled in an associate degree program or an eligible BP Student is enrolled in a bachelor degree program, the school will determine if the eligible AP Student or eligible BP Student qualifies for an OS award for next academic year. If the eligible AP Student or eligible BP Student qualifies for an OS award for a particular academic year:

- the eligible AP Student will receive an OS award in the form of a reduction of the amount of tuition and fees charged to the eligible AP Student for the course(s) of the associate degree program of study taken by the eligible AP Student in each quarter of that academic year; and
- the eligible BP Student will receive an OS award in the form of a reduction of the amount of tuition and fees charged to the eligible BP Student for the course(s) of the bachelor degree program of study taken by the eligible BP Student in each quarter of that academic year.

The amount of an OS award to an eligible AP Student or an eligible BP Student in any particular quarter of an academic year will be based on the eligible AP Student's or eligible BP Student's demonstrated need. An eligible AP Student's or an eligible BP Student's demonstrated need will be determined by the school, in its sole discretion, based on the AP Student's or BP

Student's expected family contribution toward his or her tuition and fees owed to the school for that quarter. The maximum amount of the OS awards for which:

- an AP Student who (1) is less than 21 years of age at the time of his or her initial enrollment in the associate degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$5,000 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
 - \$4,285 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
 - \$35,000 in total for all quarters of all academic years; or
- an AP Student who (1) is at least 21 years of age at the time of his or her initial enrollment in the associate degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$4,375 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
 - \$3,750 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
 - \$25,000 in total for all quarters of all academic years; or
- a BP Student who (1) is less than 23 years of age at the time of his or her initial enrollment in the bachelor degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$4,285 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
 - \$60,000 in total for all quarters of all academic years; or
- a BP Student who (1) is at least 23 years of age at the time of his or her initial enrollment in the bachelor degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$3,750 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
 - \$50,000 in total for all quarters of all academic years.

Eligibility Requirements – To be eligible for the OS, an AP Student must attend one or more courses in an associate degree program of study at the school in a quarter that begins on or after March 18, 2013. The first quarter of attendance for which an AP Student is eligible to receive an OS award, however, is:

- the first quarter of the AP Student's next academic year that would start on or after March 18, 2013, if the AP Student:
 - was attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the quarter that began on December 10, 2012 ("12/12 Quarter"); and
 - remained continuously enrolled in his or her associate degree program of study at an ITT Technical Institute; or
- the first quarter of the AP Student's first academic year that starts on or after March 18, 2013, if the AP Student was not attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the 12/12 Quarter.

To be eligible for the OS, a BP Student must attend one or more courses in a bachelor degree program of study at the school in a quarter that begins on or after June 17, 2013. The first quarter of attendance for which a BP Student is eligible to receive an OS award, however, is:

- the first quarter of the BP Student's next academic year that would start on or after June 17, 2013, if the BP Student:
 - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on March 18, 2013 ("3/13 Quarter"); and
 - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the first quarter of the BP Student's first academic year that starts on or after June 17, 2013, if the BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 3/13 Quarter.

Qualification Requirements – An eligible AP Student or an eligible BP Student will qualify for an OS award for the first quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS award, as specified above in the Eligibility Requirements section. To qualify for an OS award for any subsequent quarter of the first and any subsequent academic year, an eligible AP Student or an eligible BP Student must:

- be enrolled at all times during that quarter in courses in the AP Student's associate degree program of study at the school or the eligible BP Student's bachelor degree program of study at the school that represent at least six quarter credit hours; and
- at the end of the AP Student's or BP Student's first and any subsequent academic year, be making satisfactory academic progress in his or her program of study.

Upon admission to an associate degree program of study or a bachelor degree program of study at the school, a student must contact the school's Finance Department to determine if he or she is eligible for the OS. If the school determines that the student satisfies the eligibility requirements of the OS, the eligible AP Student or eligible BP Student will have the opportunity to qualify for an OS award for each quarter of each academic year that the AP Student or BP Student remains enrolled in his or

her program of study at the school, beginning with the student's first academic year of eligibility. The school may, at any time in its sole discretion, terminate the OS, which termination will be effective as of the start of the next quarter.

Corporate Education Program Scholarship

The primary purpose of the Corporate Education Program Scholarship ("CEP Scholarship") is to encourage employees of participating companies* and their immediate family (i.e., spouses and children) to pursue a higher level of education at an ITT Technical Institute. The CEP Scholarship is available each academic quarter to eligible students who enroll, or are enrolled, in a program of study at an ITT Technical Institute and who are employed or have a spouse or parent employed at a participating company for the entire academic quarter.

At the end of each academic quarter during which an eligible student is enrolled in a program, the school will determine if the student qualifies for a CEP Scholarship award for that quarter. If the eligible student qualifies for a particular quarter, the student will receive a CEP Scholarship award in the form of a retroactive reduction of the amount of tuition and fees that was financed by debt and charged to the eligible student for the courses taken by the student in that academic quarter.

The maximum amount of the CEP Scholarship for which a student may be eligible and qualify will not exceed:

- \$2,500 in any quarter of attendance for which the student is eligible and qualifies for the CEP Scholarship;
- \$5,000 in any academic year of attendance for which the student is eligible and qualifies for the CEP Scholarship; or
- \$10,000 in total for all academic years.

Eligibility Requirements - to be eligible for the CEP Scholarship, a student must;

- be employed by or be the spouse or child of an individual employed by a company that has entered into a CEP Agreement with ITT/ESI, which was in effect on both the first and last days of the academic quarter to which the CEP Scholarship will apply; and
- successfully complete each course taken during the academic quarter to which the CEP Scholarship will apply.

Qualification Requirements - to qualify for a CEP Scholarship award for a particular academic quarter, an eligible student must:

- remain employed by or have a spouse or parent who remains employed by the company at all times during the academic quarter to which the CEP Scholarship will apply; or
- provide a letter from the company to ITT/ESI within 14 days following the end of the applicable academic quarter certifying the student's uninterrupted employment or the uninterrupted employment of the student's spouse or parent with the company during the academic quarter to which the CEP Scholarship will apply.

Upon admission to a program of study at the school, the student must contact the school's Finance Department to determine if he or she is eligible for a CEP Scholarship. If the school determines that the student satisfies the eligibility requirements of the CEP Scholarship, the student will have the opportunity to qualify for a CEP Scholarship award for each academic quarter of attendance in his or her program. A student who qualifies for a CEP Scholarship award for any particular quarter shall not be entitled to any other institutional scholarship in connection with that student's enrollment in a program during that academic quarter.

The CEP Scholarship may end at any time without notice, at which time no further CEP Scholarships will be awarded. The termination of the CEP Scholarship will not, however, affect any CEP Scholarships awarded prior to termination.

*For a list of participating companies, please see the Finance Department.

Veterans' Service Scholarship

The primary purpose of the Veterans' Service Scholarship (the "VSS") is to encourage veterans to pursue an education at ITT Technical Institute during the period of time in which the school is under a Notice of Suspension with The California State Approving Agency for Veterans Education and the California Department of Veterans Affairs ("CSAAVE"). The VSS is only available to eligible new veteran students who begin a degree program of study at an ITT Technical Institute in California during the quarter that begins in June 2015 ("06/15 Veteran Students").

At the end of each academic quarter that an eligible 06/15 Veteran Student is enrolled in a degree program, the school will determine if the eligible 06/15 Veteran Student qualifies for a VSS award for that academic quarter. If the eligible 06/15 Veteran Student qualifies for a particular academic quarter, the eligible 06/15 Veteran Student will receive a VSS award in the form of a retroactive reduction of the amount of tuition and fees that was charged to the eligible 06/15 Veteran Student for the courses of the degree program of study taken by the eligible 06/15 Veteran Student in that academic quarter, after first applying any other institutional scholarships to the eligible 06/15 Veteran Student account.

The amount of the VSS award will equal the amount of the Title 38 benefits paid directly to the school for the payment of tuition and fees for which a 06/15 Veteran Student would normally be eligible.

In the event CSAAVE subsequently withdraws its Notice of Suspension for the school, the school will determine the amount of benefits the 06/15 Veteran Student is eligible to receive under the Post-9/11 GI Bill® and the Montgomery GI Bill-Active Duty programs for the current academic quarter and will proportionately reduce the amount of the VSS award(s) to offset the receipt of those benefits.

Eligibility Requirements – To be eligible for the VSS, a 06/15 Veteran Student must (1) be eligible for receipt of benefits under the Post-9/11 GI Bill® or the Montgomery GI Bill-Active Duty programs; and (2) must begin attending courses a degree program of study at the school in the quarter that begins on June 15, 2015.

Qualification Requirements – An eligible 06/15 Veteran Student will qualify for a VSS award for the first academic quarter of attendance for which the 06/15 Veteran Student is eligible to receive a VSS award, as specified above in the Eligibility Requirements section. To qualify for a VSS award for any subsequent academic quarter during which the Notice of Suspension remains in effect, an eligible 06/15 Veteran Student must:

- be enrolled at all times during that academic quarter in one or more courses in the eligible 06/15 Veteran Student's degree program at the school; and
- be making satisfactory academic progress in his or her degree program at the end of that academic quarter.

Upon admission to a degree program of study at the school, the student must contact the school's Finance Department to determine if he or she is eligible for the VSS. If the school determines that the student satisfies the eligibility requirements of the VSS upon admission to a degree program at the school, the student will have the opportunity to qualify for a VSS award for each academic quarter of attendance in his or her degree program during which the Notice of Suspension remains in effect. An eligible student may not receive a VSS award for more than two academic years of the student's enrollment in his or her degree program.

The school makes no representation or promise whatsoever that any student will receive any of the Financial Assistance described above. The availability of Financial Assistance does not imply that the federal government, state government, any of their agencies, any private lender or any other source of Financial Assistance guarantees the quality of instruction or the truth or accuracy of any representation contained herein.

FEDERAL AND PRIVATE EDUCATION LOAN CODE OF CONDUCT

Federal education loans and private education loans (collectively, "Loans") are two types of financial aid that may be available to qualifying ITT Technical Institute students and their parents. It is important for ITT Technical Institute student and parent borrowers to understand ITT Technical Institute's position with respect to Lenders, which are defined to include:

- private lenders who make Loans that ITT Technical Institute student and parent borrowers can use to help pay the cost of an ITT Technical Institute education;
- the entities that service, guaranty and/or securitize those Loans; and
- the entities, such as trade or professional associations, that receive money related to Loan activities from those private lenders, servicers, guarantors and securitizers.

Code of Conduct: ITT Technical Institute has adopted the following code of conduct with respect to Lenders:

- (1) ITT Technical Institute officers and employees (collectively, "Agents") will avoid real and perceived conflicts of interest between their duties and responsibilities at ITT Technical Institute and the Loans or other student financial aid made available to qualifying ITT Technical Institute students and their parents.
- (2) No Agent will solicit, accept or receive any Gift (as defined below) from a Lender.
- (3) No Agent who is employed in the institute's Finance Department or has any responsibilities with respect to student financial aid will:
 - serve or participate on any advisory board, commission or group established by a Lender; or
 - accept from a Lender or an affiliate of a Lender any fee, payment or other financial benefit (including the opportunity to purchase stock) as compensation for any type of consulting arrangement or other contract to provide services to, or on behalf of, a Lender relating to federal or private Loans.
- (4) An Agent, who is not employed in the institute's Finance Department or does not have any responsibilities with respect to student financial aid, may serve on any board of any publicly traded or privately held company and solicit, accept and receive remuneration or expense reimbursement related thereto, regardless of whether that company is a Lender.
- (5) ITT Technical Institute will not:
 - accept or request any Gift from a Lender in exchange for any advantage or consideration provided to that Lender related to the Lender's Loan activities;
 - solicit, accept or receive any payments, referral fees, revenue sharing or similar financial arrangements from any Lender in exchange for referring or recommending that Lender to ITT Technical Institute's student and parent borrowers;
 - permit any employee or other agent of a Lender to:
 - identify himself or herself to ITT Technical Institute's student or parent borrowers as an employee, representative or agent of ITT Technical Institute; or
 - work in the Finance Department or any call center operation of ITT Technical Institute;
 - direct any of its student or parent borrowers to any electronic promissory notes or other loan agreements with respect to any Lender's Loans that do not provide the student or parent borrowers with a reasonable and convenient alternative to select their Lender for a particular type of Loan and complete that Lender's Loan documentation;

- refuse to certify, or delay certification of, any Lender's Loan based on the Lender selected by its student or parent borrowers; or
 - request or accept from any Lender any offer of funds to be used for private Loans to its student or parent borrowers, in exchange for ITT Technical Institute providing concessions or promises to the Lender:
 - that may prejudice any other of its student or parent borrowers; or
 - in the form of a specified number of federal or private Loans, a specified volume of those Loans or a preferred lender arrangement with respect to those Loans.
- (6) ITT Technical Institute will allow all of its student and parent borrowers to select the Lender of their choice, and will not otherwise assign any of its student or parent borrowers' Loans to a particular Lender.
- (7) If ITT Technical Institute refers or recommends any Lender(s) to its student or parent borrowers, ITT Technical Institute will:
- disclose the process by which it selected the Lender(s), including the method and criteria that it used in determining to refer or recommend the Lender(s) and the relative importance of those criteria;
 - disclose to students and their parents that they are free to use any Lender;
 - only refer or recommend a Lender that, as a whole, it has determined offers Loans that have competitive rates, terms, borrower benefits, services and loan administration (collectively, "Terms");
 - review annually the competitiveness of the Terms of the Loans offered by the Lender(s) that it refers or recommends to its student and parent borrowers;
 - update annually the Lender(s) that it refers or recommends to its student and parent borrowers;
 - obtain each Lender's assurance that any repayment benefits that the Lender advertised with respect to the Lender's Loans made to its student and parent borrowers will continue to apply to those Loans, regardless of whether the Lender sells those Loans;
 - inquire whether the Lender has any agreement to sell the Loans made to its student and parent borrowers to an unaffiliated Lender and, if the Lender informs ITT Technical Institute that the Lender has such an agreement, ITT Technical Institute will disclose that information to its student and parent borrowers; and
 - not refer or recommend any Lender more favorably for a particular type of Loan, in exchange for the Lender providing more favorable Terms to student or parent borrowers in connection with a different type of Loan.
- (8) "Gift" is defined as any money, discount, favor, gratuity, inducement, loan, stock, prize or thing of value, including, without limitation, any entertainment, hospitality, service, honoraria, transportation, lodging, meal, registration fee, forbearance, promise, computer hardware, printing or assistance with call center or Finance Department staffing, whether provided in kind, by purchase of a ticket, payment in advance or by reimbursement. A Gift to a family member of an Agent, or to any other individual based on that individual's relationship with an Agent, is considered to be a Gift to the Agent, if:
- the Gift was given with the knowledge and acquiescence of the Agent; and
 - the Agent has reason to believe that the Gift was given because of the Agent's duties or responsibilities at ITT Technical Institute;

A "Gift" does not include, however, any of the following:

- standard informational material, activities or programs on issues related to a Lender's Loan, default aversion, default prevention or financial literacy, such as a brochure, workshop or training;
- food, refreshments, training or informational material furnished to an Agent as an integral part of a training session that is designed to improve the Lender's service to ITT Technical Institute, if such training contributes to the professional development of the Agent;
- favorable Terms on a Lender's Loan provided to a student employed by ITT Technical Institute, if such Terms are comparable to those available to all ITT Technical Institute students;
- educational counseling, financial literacy or debt-management materials provided to borrowers, if the identification of any Lender that assisted in preparing, providing or paying for any of those materials is disclosed on the materials;
- entrance and exit counseling services provided by Lenders to student borrowers to meet ITT Technical Institutes' responsibilities under federal law, provided that:
 - ITT Technical Institute staff is in control of the services;
 - the services are not provided in-person by any Lenders; and
 - the Lender does not promote or secure applications for its Loans or other products or services during the provision of those services;
- items of de minimus value that are offered as a form of generalized marketing or advertising, or to create good will; and
- other services provided by Lenders to ITT Technical Institute or an Agent that are identified and approved by the U.S. Department of Education ("DOE").

ITT Technical Institute's financial aid professionals are available to assist student and parent borrowers and answer any questions that they may have regarding the federal and private Loans available for those who qualify.

STUDENT SERVICES

Career Services

The school's career services as specified below, are available to students and interested graduates, but the school does not make any promise or representation whatsoever to any student or graduate: (1) that the student or graduate will obtain any employment, whether full-time, part-time, upon graduation, during school, related to his or her education or otherwise; or (2) regarding any career opportunity, position, salary level and/or job title in any employment that the student or graduate may obtain, whether during school or upon graduation. No employment information or career service provided by the school to any student or graduate will be considered by the student or graduate, either expressly or impliedly, as any: (a) guarantee or promise of employment; (b) likelihood of employment; (c) indication of the level of employment or compensation any student or graduate may expect; or (d) indication of the types or job titles of positions for which students or graduates may qualify. Students and graduates are encouraged to not place restrictions on their job search endeavors regarding location, starting salary or specific benefits, as doing so may similarly restrict employment options and opportunities. Any employment that a student or graduate may obtain with the help of the school's career services will, in all probability and likelihood, be at an entry-level position.

Part-time Career Services

The school will assist any interested student in finding part-time work during his or her enrollment in a program of study at the school. The student must schedule his or her part-time employment so it does not interfere with the student's Class Schedule.

Graduate Career Services

The student will be advised of job postings and interview opportunities. Students will also be advised of where to access information on how to prepare for and appear at job interviews and how to conduct himself or herself during job interviews. The school offers helpful reference sources to assist the student in locating firms and geographic areas within the United States that offer offering employment opportunities related to his or her education. Job search activities generally intensify as the student nears graduation, so the student is encouraged to maintain contact with the Career Services Department and utilize its assistance. The Career Services Department is available to consult with any interested student regarding career opportunities that may be available to him or her upon graduation. Alumni are also welcome to contact the Career Services Department for information on career opportunities. The graduate may have to relocate to take advantage of employment opportunities he or she may receive from potential employers.

Preparatory Offering

All students are strongly encouraged to utilize the services and tools offered by the school to help them improve their preparation for the math and verbal coursework in their programs.

Housing Assistance

The student may obtain from the school a list of potential housing accommodations within the vicinity of the school. The school does not operate any on- or off-campus housing, does not have dormitory facilities under its control, and does not have any responsibility to find or assist a student in finding housing. Any student requiring housing assistance is encouraged to contact the school prior to beginning classes for information on local apartment availability and general rental matters such as lease requirements, security deposits, furniture rentals and utilities. Housing located reasonably near the school may be available, and an estimation of the approximate range of this housing is between \$500 and \$2,000 per month. The student and his or her parents are, however, solely responsible for the student's housing arrangements, as well as the student's security and safety.

Student Activities

The school encourages student activities to help develop individual initiative, group leadership and cooperation. It is a goal of the school to help provide students with the opportunity to participate in activities which relate to educational objectives, satisfy social needs, provide recreational opportunities and encourage cultural enrichment. School-related student activities must be sanctioned, approved and supervised by the school.

CAMPUS INFORMATION

History of Main Campus - ITT Technical Institute, Indianapolis (Angola Court), Indiana

ITT Technical Institute, Indianapolis, opened in 1956. ITT Corporation acquired the Sams Company and the school in 1966. This school was one of the three original schools of ITT Educational Services, Inc. The school now offers associate's degree programs of study in Accounting, Business Accounting Technology, Business Administration, Business Management, Computer and Electronics Engineering Technology, Computer Drafting and Design, Computer Forensics, Construction Technology, Criminal Justice, Criminology and Forensic Technology, Drafting and Design Technology, Electrical Engineering Technology, Graphic Communications and Design, Health Information Technology, Industrial Engineering Technology, Information Systems Administration, Information Technology - Computer Network Systems, Network Systems Administration, Nursing, Paralegal, Paralegal Studies, Software Development, Visual Communications, Web Design and Web Design Technology, bachelor's degree programs of study in Accounting, Business Accounting Technology, Business Administration, Business Management, Construction Management, Criminal Justice, Criminal Justice - Cyber Security, Digital Entertainment and Game Design, Electrical Engineering and Communications Technology, Electronics and Communications Engineering Technology, Information Systems Security, Information Systems and Cybersecurity, Nursing, Project Management, Project Management and Administration, Software Development and a master's degree programs of study in Business Administration.

The following locations are branch campuses of ITT Technical Institute, Indianapolis (Angola Court): Akron, Ohio; Albany, New York; Albuquerque, New Mexico; Arlington, Texas; Arlington Heights, Illinois; Arnold, Missouri; Atlanta, Georgia; Aurora, Colorado; Austin,

Texas; Baton Rouge, Louisiana; Bensalem, Pennsylvania; Bessemer, Alabama; Boise, Idaho; Brooklyn Center, Minnesota; Canton, Michigan; Chantilly, Virginia; Charlotte North, North Carolina; Charlotte South, North Carolina; Chattanooga, Tennessee; Clive, Iowa; Clovis, California; Columbia, South Carolina; Columbus, Ohio; Concord, California; Cordova, Tennessee; Corona, California; Dayton, Ohio; Dearborn, Michigan; Deerfield Beach, Florida; DeSoto, Texas; Douglasville, Georgia; Duluth, Georgia; Dunmore, Pennsylvania; Durham, North Carolina; Earth City, Missouri; Eden Prairie, Minnesota; Fort Lauderdale, Florida; Fort Myers, Florida; Fort Wayne, Indiana; Getzville, New York; Green Bay, Wisconsin; Greenfield, Wisconsin; Greenville, South Carolina; Hanover, Maryland; Harrisburg, Pennsylvania; Henderson, Nevada; Hialeah, Florida; High Point, North Carolina; Hilliard, Ohio; Houston (North Freeway), Texas; Houston (South Gessner), Texas; Huntington, West Virginia; Indianapolis (N. Shadeland Avenue), Indiana; Jacksonville, Florida; Johnson City, Tennessee; Kansas City, Missouri; Kennesaw, Georgia; King of Prussia, Pennsylvania; Knoxville, Tennessee; Lake Mary, Florida; Las Vegas, Nevada; Lathrop, California; Lexington, Kentucky; Little Rock, Arkansas; Liverpool, New York; Louisville, Kentucky; Madison, Alabama; Madison, Mississippi; Madison, Wisconsin; Marlton, New Jersey; Maumee, Ohio; Merrillville, Indiana; Mobile, Alabama; Murray, Utah; Myrtle Beach, South Carolina; Nashville, Tennessee; National City, California; Newburgh, Indiana; Norfolk, Virginia; North Charleston, South Carolina; Norwood, Massachusetts; Norwood, Ohio; Oak Brook, Illinois; Oakland, California; Oklahoma City, Oklahoma; Omaha, Nebraska; Orange, California; Orland Park, Illinois; Orlando, Florida; Owings Mills, Maryland; Oxnard, California; Pensacola, Florida; Philadelphia, Pennsylvania; Phoenix (N. 25th Avenue), Arizona; Phoenix (N. 95th Avenue), Arizona; Pittsburgh, Pennsylvania; Portland, Oregon; Rancho Cordova, California; Richardson, Texas; Richmond, Virginia; Salem, Oregon; Salem, Virginia; San Antonio (Northwest Parkway), Texas; San Antonio (NE Loop 410), Texas; San Bernardino, California; San Dimas, California; South Bend, Indiana; Southfield, Michigan; Springfield, Illinois; Springfield, Missouri; Springfield, Virginia; St. Petersburg, Florida; St. Rose, Louisiana; Strongsville, Ohio; Swartz Creek, Michigan; Sylmar, California; Tallahassee, Florida; Tampa, Florida; Tarentum, Pennsylvania; Tempe, Arizona; Torrance, California; Troy, Michigan; Tucson, Arizona; Tulsa, Oklahoma; Vista, California; Waco, Texas; Warrensville Heights, Ohio; Webster, Texas; West Chester, Ohio; West Palm Beach, Florida; Westminster, Colorado; Wichita, Kansas; Wilmington, Massachusetts; Wyoming, Michigan; and Youngstown, Ohio.

History of Branch - ITT Technical Institute, Vista, California

ITT Technical Institute, Vista, was initially a learning site before it was reclassified as an additional location in July 2014. The school now offers associate of science degree programs of study in Accounting, Business Management, Criminology and Forensic Technology, Drafting and Design Technology, Electrical Engineering Technology, Industrial Engineering Technology, Network Systems Administration and Software Development and bachelor of science degree programs of study in Electrical Engineering and Communications Technology, Information Systems and Cybersecurity, Project Management and Administration and Software Development.

Pursuant to Cal. Educ. Code Section 94909(a)(12), the school is obligated to state that: (a) there is no bankruptcy petition pending against it; (b) the school is not operating as a debtor in possession; (c) the school has not filed a bankruptcy petition within the preceding five years; or (d) the school has not had a bankruptcy petition filed against it within the preceding five years that resulted in the reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Section 1101 et seq.).

Accreditation

The school is accredited by the Accrediting Council for Independent Colleges and Schools ("ACICS") to award associate of science degrees and bachelor of science degrees and approved to offer non-credit, short-term modules. ACICS is an accrediting agency recognized by the U.S. Department of Education.

Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241
Telephone: (202) 336-6780

Evidence of the institution's accreditation is on display at the school or may be obtained from the Director.

None of the school's degree programs are accredited by an accrediting agency recognized by the U.S. Department of Education. There are no applicable state licensure exams associated with the school's degree programs. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

Approvals

Some programs are approved for the training of veterans by the California State Approving Agency for Veterans Education.

Evidence of the institution's approvals is on display at the school or may be obtained from the Director.

The Center for Professional Development @ ITT Technical Institute

The Center for Professional Development @ ITT Technical Institute ("CPD") offers non-credit, short-term modules focusing primarily on information technology and business learning solutions for career advancers and other professionals. Completion of these modules does not involve the award of college credit, is not transferable toward an academic degree program at ITT Technical Institute or elsewhere, and is primarily intended for continuing education and professional development. These modules are neither college-level coursework, nor do they result in a college-level credential. Additional information about the non-credit, short term modules offered by the CPD is accessible at Web site address www.cpd.itt-tech.edu.

Authorizations

The school is an accredited private postsecondary educational institution, and has been determined by the Bureau for Private Postsecondary Education to be in compliance with the requirements of Title 5, California Code of Regulations section 71390. The school has been granted approval to operate under the terms of California Education Code (CEC) section 94890(a)(1) until December 31, 2017 per CEC section 94890(b).

A student may access the Web site of the Bureau for Private Postsecondary Education at www.bppe.ca.gov.

Memberships

Carlsbad Chamber of Commerce
North San Diego Business Chamber
Oceanside Chamber of Commerce
San Marcos Chamber of Commerce
Vista Chamber of Commerce

Other Information

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, telephone (888)-370-7589 and fax number (916) 263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

All classes and coursework will be conducted in English and admission is not based on any level of English language proficiency. English language services (including instruction) and visa services are not available at the school. The institution will verify student status at no charge where the institution has issued a Form I-20 to the student.

Faculty

General Education

Melissa Barry, Adjunct Instructor
B.A., M.E., East Stroudsburg University

Stephen Prendergast, Adjunct Instructor
B.A., M.A., San Diego State University

Steve Ryan, Adjunct Instructor
B.A., College of Staten Island
M.A., City College of New York

Vi Trang, Adjunct Instructor
B.S., University of California, San Diego
M.A., San Diego State University

Robert Ward, Adjunct Instructor
A.S., San Diego City College
B.S., M.A., San Diego State University

School of Information Technology

Information Systems and Cybersecurity Program (Bachelor of Science Degree)

Kevin Keane, Adjunct Instructor
B.S., M.S., Berlin Technical University, Berlin, Germany

Software Development Program (Bachelor of Science Degree)

Please see the school Director for a listing of faculty.

Network Systems Administration Program (Associate of Science Degree)

Jeffrey Ehrman, Adjunct Instructor
B.S., M.B.A., University of Phoenix

Steven Holt, Adjunct Instructor
A.A., Palomar College
B.S., San Diego State University

Kevin Keane, Adjunct Instructor
B.S., M.S., Berlin Technical University, Berlin, Germany

George Morgan, Adjunct Instructor
B.A., Helwan University, Egypt

Leonard Palos De La Rosa, Adjunct Instructor
B.A., San Diego State University
B.S., Coleman University

Howard Smith, Adjunct Instructor
A.A., A.A., A.A., Saddleback College
B.S., Excelsior College

Software Development Program (Associate of Science Degree)

Please see the school Director for a listing of faculty.

School of Electronics Technology

Electrical Engineering and Communications Technology Program (Bachelor of Science Degree)

Joseph Adesanya, Adjunct Instructor
B.E.E., M.S., University of Westminster, England

Ricardo Jimenez, Adjunct Instructor
B.S., Instituto Tecnológico Regional de Durango, Mexico
M.E.E., Instituto Tecnológico de Mexicali, Mexico

Kevin Keane, Adjunct Instructor
B.S., M.S., Berlin Technical University, Berlin, Germany

Chong Kim, Adjunct Instructor
A.A., Polk Community College
B.E.E., M.S., Georgia Institute of Technology

Mustafa Lukmani, Adjunct Instructor
M.S., University of Southern California

Electrical Engineering Technology Program (Associate of Science Degree)

Joseph Adesanya, Adjunct Instructor
B.E.E., M.S., University of Westminster, England

Pat Cubel, Adjunct Instructor
A.S., Coleman University
A.S., B.S., ITT Technical Institute

David Edwards, Adjunct Instructor
A.S., San Diego Community College District
B.S., Chapman University

Ricardo Jimenez, Adjunct Instructor
B.S., Instituto Tecnológico Regional de Durango, Mexico
M.E.E., Instituto Tecnológico de Mexicali, Mexico

Kevin Keane, Adjunct Instructor
B.S., M.S., Berlin Technical University, Berlin, Germany

Chong Kim, Adjunct Instructor
A.A., Polk Community College
M.S., B.E.E., Georgia Institute of Technology

Mustafa Lukmani, Adjunct Instructor
M.S., University of Southern California

George Morgan, Adjunct Instructor
B.A., Helwan University, Egypt

Jose Roman, Adjunct Instructor
A.S., B.S., ITT Technical Institute

School of Drafting and Design

Drafting and Design Technology Program (Associate of Science Degree)

Please see the school Director for a listing of faculty.

Industrial Engineering Technology Program (Associate of Science Degree)

Please see the school Director for a listing of faculty.

School of Business

Project Management and Administration – Project Management and Administration Option, Construction Option and Information Technology Option (Bachelor of Science Degree)

Jeffrey Ehrman, Adjunct Instructor
B.S., M.B.A., University of Phoenix

Accounting Program (Associate of Science Degree)

Please see the school Director for a listing of faculty.

Business Management Program (Associate of Science Degree)

Please see the school Director for a listing of faculty.

School of Criminal Justice

Criminology and Forensic Technology Program (Associate of Science Degree)

Please see the school Director for a listing of faculty.

General Studies

Melissa Barry, Adjunct Instructor
B.A., M.E., East Stroudsburg University

Pat Cubel, Adjunct Instructor
A.S., Coleman University
A.S., B.S., ITT Technical Institute

George Morgan, Adjunct Instructor
B.A., Helwan University, Egypt

Stephen Prendergast, Adjunct Instructor
B.A., M.A., San Diego State University

Steve Ryan, Adjunct Instructor
B.A., College of Staten Island
M.A., City College of New York

Robert Ward, Adjunct Instructor
A.S., San Diego City College
B.S., M.A., San Diego State University

Please see the school Director for a listing of faculty who teach online courses.

NOTE: Any faculty assigned to a student's class may be changed from time to time in the school's discretion.

Administration

Thomas Corbett, Director/Director of Recruitment
B.A., M.B.A., Western International University

Martha Gonzalez, Dean
B.S., M.S., San Diego State University

Catherine Cook, Director of Finance/Registrar
B.A., San Diego State University

David McCulloh, Director of Career Services/Community Relations Specialist
B.A., Salisbury University
M.S., Troy University

Inger Hopkins, Senior Financial Aid Coordinator
B.A., San Diego State University

Eric Nelson, Systems Support Technician
A.S., B.S., ITT Technical Institute

Laura Reardon, Library Assistant

Dennielle Thomas, Administrative Assistant

Advisory Committees

School of Information Technology

Jay Banks	Paramount Transportation
William Dermott	Dermott's Connect
Jack Frieden	Friedens Tech Services
Clifford Kaiser	Strategic IT Group
Maria Ny	E-Rehab

School of Electronics Technology

Natalie DeMille	Ostendo Technologies
Terry Grant	Vista Electronics
Susie Huguet	TEK Systems
Wanda Lathrop	General Atomics
John O'Hara	Glassbox Technology
Alexa Warford	TEK Systems

School of Drafting and Design

Please see the school Director for a listing of Advisory Committee members.

School of Business

Please see the school Director for a listing of Advisory Committee members.

School of Criminal Justice

Please see the school Director for a listing of Advisory Committee members.

Physical Facility Description

The facility is situated in the heart of north San Diego county in the Vista, California community next to Interstate 78. Approximately 13,993 square feet of space is occupied and divided into classrooms, laboratories, student and staff lounge areas, student services areas and reception and lobby areas. Parking for over 100 cars is available, and access to public transportation is nearby. The facility has parking spaces, ramped entrances, drinking fountains and restroom facilities for disabled individuals. Please see the Disabled Applicants and Students section of this catalog for further information. The facilities are in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

Instruction site(s) for courses taught in residence: The campus facility located at 440 South Melrose Drive, Suite 100, California 92081, or as otherwise specified on a student's Class Schedule (as described in the Class Schedule section above).

Virtual Library

An electronic Virtual Library is available to students and faculty through the ITT Tech Student Portal and Employee Portal networks. Online library resources include books, periodical databases, curricula support materials, and other online reference information and resources. The Virtual Library is available 7 days a week, 24 hours a day, from any web-enabled computer.

The school conducts regular Virtual Library orientation and instruction sessions. The orientations introduce students to what's available in the Virtual Library, how to access resources, and how to contact staff members with questions.

Further information about library and other learning resources can be obtained from the Academic Affairs department.

Statement of Ownership

ITT Technical Institute, Vista, is one of a network of co-educational, non-denominational private postsecondary educational institutions owned and operated by ITT Educational Services, Inc., a Delaware corporation.

ITT Educational Services, Inc. Corporate Officers and Directors

Kevin M. Modany	Chief Executive Officer
John E. Dean	Executive Chairman of the Board
Eugene W. Feichtner	President and Chief Operating Officer
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John F. Cozzi	Director
John E. Dean	Director
James D. Fowler, Jr.	Director
Joanna T. Lau	Director
Thomas I. Morgan	Director
Samuel L. Odle	Director
Vin Weber	Director
John A. Yena	Director



ITT Technical Institute

STUDENT HANDBOOK

Vista
June 2015

MISSION STATEMENT

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate, graduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers career-related educational programs that integrate life-long learning with knowledge and skills to help students:

- Pursue their personal interests and objectives;
- Develop intellectual, analytical and critical thinking abilities; and
- Provide service to their communities.

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

FROM THE CHIEF ACADEMIC OFFICER

Congratulations on your decision to pursue your education at ITT Technical Institute. Your decision to increase your knowledge can help you positively affect your future.

During your enrollment, you will be challenged by your instructors to accomplish predetermined goals that can help you develop knowledge and skills to prepare for a career in a variety of fields involving your program of study. During my experience in education, I have observed that a person's attitude is the single most important determinant of success. A positive can-do attitude, both during your educational experience and your employment, can help lead you to further growth. You are now a member of the lifelong learning community.

Scientific research has shown that there are five keys to achieving your maximum potential. These five keys can help you unlock opportunities for future growth and happiness.

The first of these keys is to **clarify your vision**, to determine what is important to you and what it is you want. When you know what you want, you will be able to make better decisions. It can help you better determine whether a choice will lead you closer to or take you farther from your ideal.

The second of these keys is to **be positive**; to develop a positive self-image by knowing that you have what it takes to be a success. You have the ability to be creative and find solutions if only you allow yourself to do so.

The third of these keys is to **become goal oriented**. Having and living toward specific, measurable, attainable and realistic goals can help you become resilient and overcome the obstacles that otherwise could make realizing your vision more difficult.

The fourth of these keys is to **take action**. Goals without action are only wishes. You have already taken action toward your career goals by seeking knowledge at ITT Technical Institute. Don't let fear of success keep you from taking the actions you need to take.

The fifth of these keys is to **build relationships**. Individuals are most effective when they build relationships with other people who share similar visions and goals. The staff at ITT Technical Institute will be there to assist you as you work toward realizing your vision.

Good Luck as you learn, grow and pursue your goals!

Dean Kempter
Chief Academic Officer

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Note: If discrepancies are found between the School Catalog and the Student Handbook, the School Catalog prevails.

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* Not every campus has every school of study or offers all of the programs within a particular school of study. Please refer to the particular ITT Technical Institute campus' school catalog for details on the schools of study at that campus.

LIST OF AVAILABLE INFORMATION

The following information can be obtained by current and prospective students, at any time upon request from the individual or Department identified.

1. The refund policy with which the school is required to comply. This information is contained in the School Catalog and Enrollment Agreement, and can also be obtained from the school's Finance Department.
2. A summary of the requirements under 34 CFR Section 668.22 for the return of grant or loan assistance received under any federal student aid programs under Title IV of the Higher Education Act of 1965, as amended ("Act"). This information is contained in the School Catalog and Enrollment Agreement, and can also be obtained from the school's Finance Department.
3. Procedures for officially withdrawing from the school. This information can be obtained from the school's Registrar.
4. The ITT Technical Institute Safety and Security Policies with Crime Statistics report. This report contains, among other things:
 - statistics of crimes that have occurred on campus;
 - school policies on reporting crimes and other emergencies that occur on campus;
 - school policies concerning security of and access to campus facilities;
 - school policies concerning campus law enforcement;
 - a description of the type and frequency of programs regarding campus security procedures and practices;
 - a description of the program on crime prevention;
 - school policies and programs on illegal drugs and alcohol;
 - school policies regarding sexual assault;
 - where information on registered sex offenders can be obtained;
 - school policies on emergency response and evacuations; and
 - school policies on missing student notification procedures.

A copy of this report is posted at http://info.itt-tech.edu/campus_safety/Pages/default.aspx and a paper copy can be obtained from the school's Registrar.

5. A description of all federal, state, private, and institutional student financial assistance programs available at the school to students who may qualify, including:
 - the procedures by which students apply for assistance;
 - the forms by which students apply for assistance;
 - the eligibility requirements;
 - the criteria for selecting recipients;
 - the criteria for determining the amount of aid awarded;
 - the method by which disbursement will be made and the frequency of payment;
 - the rights and responsibilities of students receiving financial assistance;
 - criteria for continued student eligibility;
 - the standards which the student must maintain to be considered making satisfactory academic progress;

- the criteria by which the student who has failed to make satisfactory academic progress may re-establish eligibility for aid;
- the terms of any loans received by the student as part of the student's financial assistance package;
- a sample loan payment schedule and the necessity for repaying loans;
- the general conditions and terms applicable to any employment provided to the student as part of the student's financial assistance package;
- entrance and exit counseling information; and
- the terms and conditions of the federal student loans available to students at the school who qualify.

This information can be obtained from the school's Finance Department.

6. The school's completion and retention rates. This information can be obtained from the school's Director of Career Services.
7. The cost of attending the school. This information can be obtained from the school's Finance Department.
8. Tuition and fees charged. This information can be obtained from the school's Finance Department.
9. Estimates of necessary books, tools and supplies. This information can be obtained from the school's Finance Department.
10. Estimates of transportation costs for commuting students or for students living on or off campus. This information can be obtained from the school's Finance Department.
11. Any additional cost of a program in which the student is enrolled or expresses a specific interest. This information can be obtained from the school's Finance Department.
12. The academic program(s) offered at the school, including the current degree programs and other educational and training programs. This information can be obtained from the school's Dean or School and Program Chairs.
13. The school's instructional, laboratory and other physical facilities which relate to the academic program(s). This information can be obtained from the school's Dean.
14. The school's faculty and other instructional personnel. This information can be obtained from the school's Dean.
15. Any plans by the school for improving the academic program(s) of the school. This information can be obtained from the school's Dean.
16. The names and associations, agencies or governmental bodies that accredit, approve, or license the school and its programs and the procedures by which documents describing that activity may be reviewed. This information can be obtained from the school's Director.
17. A description of any special facilities and services available to disabled students, including students with intellectual disabilities. This information can be obtained from the school's Director who is also the school's Student Disability Coordinator and coordinates compliance with Section 504 of the

Rehabilitation Act of 1973 and its regulations.

18. The Family Educational Rights and Privacy Act Notification. This information is contained in this Student Handbook and the School Catalog. A copy of the policy can be obtained from the school's Dean.
19. The school's policies and sanctions related to copyright infringement. This information is contained in this Student Handbook and can be obtained from the school's Director.
20. The student body diversity at the school. This information is contained in this Student Handbook and can be obtained from the school's Director.
21. Graduate employment rate information, including the types of employment obtained by the school's graduates. This information can be obtained from the Career Services Department.
22. Types of graduate and professional education in which graduates of the school's bachelor degree programs have enrolled. This information can be obtained from the Career Services Department.
23. The school's vaccination policy for students. This information is contained in this Student Handbook and can be obtained from the school's Director.

The "Who To See" section of this Student Handbook also contains a list of subjects and the corresponding school personnel who can provide information on each subject.

WHO TO SEE

Subject	School Personnel
Academic Programs	Dean School and Program Chair(s)
Academic Advising	Dean and Associate Dean(s) School and Program Chair(s)
Accreditation and Licensing	Director
Alcohol and Drug Policy	Dean
Class Schedule	Registrar
Community Resources	Dean
Completion, Retention and Graduate Employment Rate Information	Director of Career Services
Copyright Infringement Policy	Director
Cost of Attendance and Financial Aid	Director of Finance
<ul style="list-style-type: none"> · Description of Federal, State, Private and Institutional Student Financial Assistance Programs Available at the School · Estimated Cost of Attendance · Estimated Cost of Tools · Estimated Transportation Costs · Financial Aid Advising · Refund Policy · Return of Federal Loan or Grant Assistance · Student Account Information · Tuition and Fees 	Financial Aid Coordinators
Family Educational Rights and Privacy Act	Dean
Faculty	Dean
Graduate and Professional Education Pursued by the School's Bachelor Degree Graduates	Director of Career Services
Institutional Facilities	Dean
Learning Resource Center	Dean
Lost and Found	Dean
Program or Course Charges or Withdrawals	Registrar
Safety and Security Policies and Crime Statistics	Registrar
Servicemember Coordinator and Notice of Service and Intent to Return	Registrar
Student Car Pooling/Transportation Assistance	Director of Career Services
Student Disability Coordinator (also known as the Section 504 Coordinator)	Director
Student Diversity	Director
Student Housing Assistance	Director of Career Services
Substance Abuse Prevention Coordinator	Dean or Associate Dean
Student Employment Assistance	Director of Career Services
Title IX Coordinator	Director
Vaccination Policy	Director
Voter Registration	Dean or Associate Dean

GENERAL POLICIES

The following rules and policies apply to all members of ITT Technical Institute's student body.

ACADEMIC DISHONESTY

ITT Technical Institute defines academic dishonesty as the "submission of work completed by another person as your own." All ideas, words or work from others that are included in a student's submitted work must be identified and cited. Failure to appropriately identify the ideas, words or work of others included in a student's work is considered academic dishonesty and violates the conduct section of the School's Catalog. Academic dishonesty may result in a zero on the graded activity, suspension and/or termination from one or more of the courses the student is taking or the student's entire program of study at the school.

Ideas, words or work that require citation include, but are not limited to, hard copies or electronic publications, whether copyrighted or not, and visual and verbal communication that clearly originates from an identifiable source. This policy applies to all courses whether taught in residence or online and all sources whether electronic or hardcopy.

It is academically unethical and unacceptable to:

- submit work completed in whole or in part by another person as if it were your own;
- restate or paraphrase another writer's work without acknowledging the source;
- copy another student's homework and submit the work as if it were the product of your own labor;
- attempt to gain an advantage through the use of crib sheets, hidden notes, viewing another student's paper, revealing the questions or answers on exams or quizzes to other students or viewing quiz or exam questions obtained by another student; and
- store or communicate information not distributed to students through the use of electronic devices, recording devices, cellular telephones, headsets or portable computers.

ACADEMIC PROGRAMS-IMPROVEMENT AND CHANGES

Improvement to ITT Technical Institute's curriculum is an ongoing process. The Institution's Curriculum Department receives input from faculty members, staff, students, graduates, and employers of graduates through the use of surveys, local Advisory Committee meetings, national curriculum committees and outside consultants. It then updates existing programs and adds new programs, including updating textbooks and equipment to support new techniques that meet the ever-changing work environment in which our graduates are employed.

ADVISING

The student must receive academic, attendance, and/or financial aid advising from the school, as the school deems necessary in its discretion. Students should contact the School and Program Chair(s), Associate Dean(s) or Dean for academic and attendance advising. The Director of Finance and Financial Aid Coordinator(s) conduct financial aid advising.

Instructors in online courses are available for class communications, tutoring and/or student advising at least six days per week by e-mail. They will respond to messages within 72 hours. Academic Service Representatives and Program Managers are also available for assistance with issues related to online courses.

ALCOHOL AND DRUG POLICY

The school makes available information on drug awareness to all students through the Substance Abuse Prevention Coordinator. In compliance with the Drug Free Schools and Communities Act, as amended, a copy of the school's Alcohol and Drug Policy is printed below to assure that all students at ITT Technical Institute are aware of the standards of conduct with respect to alcohol and drugs that affect them.

The possession, use, and/or sale of alcohol and/or drugs on any part of the school's premises or at any school-sponsored event are prohibited. Students using illegal drugs or alcohol on any part of the school's premises or at any school-sponsored event will be terminated from the school and/or referred to appropriate rehabilitation agencies. Students selling drugs on any part of the school's premises or any school-sponsored event will be terminated from school and referred to the appropriate legal authorities for prosecution. See "Suspension and Reinstatement of Eligibility for Federal Student Financial Aid as a result of Drug-Related Offenses" contained herein for additional information concerning how drug related convictions may impact your ability to obtain Student Financial Aid. The school will also make available information on the health risks associated with the use of illicit drugs and the abuse of alcohol. This information is available from the Substance Abuse Prevention Coordinator.

The Realities of Drug and Alcohol Abuse

Economic Realities

- Substance abuse costs American society over \$250,000,000,000 each year.
- American businesses suffered a productivity loss of over \$134.2 billion in 1998 due to drinking, either-on-the-job or away from the office.
- Frequent drinking is associated with absenteeism, tardiness, leaving work early and poor coworker relationships.

Criminal Realities

- In 2006 5.3 percent of the 14,990 homicides were narcotics related.
- 35% believe the offender was drinking or on drugs during assault in the workplace.
- Alcohol and drugs weaken the brain mechanisms that normally restrain impulsive behaviors, including inappropriate aggression.

Medical Realities

- There is a strong correlation between alcohol use and cancers of the mouth, larynx, pharynx, and esophagus.
- The correlation between alcohol and oral cancer is even more pronounced for those
 - who use alcohol and tobacco.
- There is a significant negative impact on the health of children who are exposed to illegal drugs or nicotine who grow up in a household where drugs and tobacco are abused.

Drug Usage Realities

- The use of marijuana, cocaine and opiates continues to rise in the United States.
- Marijuana is the nation's most commonly used illicit drug.
- Adults 18-25 years old have higher cocaine use than any other age group.

For additional information see: 1998 National Institute of Drug Abuse Report to Congress National Institute on Drug Abuse and the National Institute on Alcohol and Alcohol Abuse www.nida.nih.gov; and U.S. Drug Enforcement Administration website at www.usdoj.gov/dea/index/htm; and Bureau of Justice Statistics, Drugs and Crime Facts: Drug Use and Crime <http://www.ojp.usdoj.gov/bjs/DCF/duc.htm>.

Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance

21 U.S.C. 844(a)

1st conviction: Up to 1 year imprisonment and fined at least \$1,000 but not more than \$100,000, or both.

After 1 prior drug conviction: At least 15 days in prison, not to exceed 2 years and fined at least \$2,500 but not more than \$250,000, or both.

After 2 or more prior drug convictions: At least 90 days in prison, not to exceed 3 years and fined at least \$5,000 but not more than \$250,000, or both.

21 U.S.C.853 (a)(2) and 881(a)(7)

Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than 1-year imprisonment. (See special sentencing provisions re: crack.)

21 U.S.C. 881(a)(4)

Forfeiture of vehicles, boats, aircraft, or any other conveyance used to transport or conceal a controlled substance.

21 U.S.C. 844a

Civil fine of up to \$10,000 (pending adoption of final regulations.)

18 U.S.C. 922(g)

Ineligible to receive or purchase a firearm.

Miscellaneous

Revocation of certain federal licenses and benefits, e.g., pilot licenses, public housing tenancy, etc, are vested within the authorities of individual Federal agencies.

(NOTE: These are only federal penalties and sanctions. Additional state and local penalties and sanctions may also apply.)

ANTI-HARASSMENT POLICY

It continues to be the policy of ITT Technical Institute that sexual harassment of students or applicants for admission in any form is unacceptable conduct, which will not be tolerated. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the school of sexually suggestive objects or pictures, sexually explicit or offensive jokes, physical assault and other verbal, visual or physical conduct of a sexual nature. No student, applicant, faculty member or other employee of ITT Technical Institute shall threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's application, enrollment, grades, studies or educational experience at ITT Technical Institute. Similarly, no faculty member or other employee of ITT Technical Institute shall promise, imply, or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Other types of harassment that will not be tolerated include any unwanted or unwelcome words, gestures or actions of a persistent or offensive nature involving any person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status. Harassment of this nature also includes any conduct, whether verbal, visual or physical, relating to or involving a person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status that is sufficiently pervasive or severe to: (i) unreasonably interfere with a student's education at the school or a student's admission to a program offered by the school; or (ii) create an intimidating, hostile or offensive learning environment for students.

Any student or applicant who feels that he or she is a victim of prohibited harassment (including, but not limited to, any of the conduct listed above) by any student, applicant, faculty member or other ITT Technical Institute employee, or visitor or invitee of the school in connection with the educational experience offered by ITT Technical Institute should, as described in the Student Complaint/Grievance Procedure section, bring the matter to the immediate attention of the school Director, at the telephone number specified in the school catalog. A student or applicant who is uncomfortable for any reason in bringing such a matter to the attention of the school Director, or who is not satisfied after bringing the matter to the attention of the school Director, should report the matter to the Senior Vice President and Chief Compliance Officer, ITT Educational Services, Inc. ("ITT/ESI") at (800) 388-3368. Any questions about this policy or potential prohibited harassment should also be brought to the attention of the same persons.

ITT Technical Institute will promptly investigate all allegations of prohibited harassment in as confidential a manner as the school deems reasonably possible and take appropriate corrective action, if warranted.

AVAILABILITY OF COURSE MATERIALS

Students enrolled on a resident campus will receive books for both online and on campus courses at the campus. Course materials for online courses offered through the Indianapolis online program will be mailed to the student prior to the start of the course. Materials for all courses the student is registered to take in the quarter will be mailed together prior to the start of that quarter. Online materials for online courses will not be made available more than ten (10) days prior to the start of the course.

BIAS-RELATED CRIME PREVENTION INFORMATION (NEW YORK)

In compliance with Article 129-A of the New York State Education Law, information about bias-related crime prevention is printed below in order to assure that all students at ITT Technical Institute are aware of the laws, penalties and standards of conduct with respect to these crimes.

What is a Hate Crime?

In enacting the Hate Crimes Act of 2000, the New York Legislature found that:

Criminal acts involving violence, intimidation and destruction of property based upon bias and prejudice have become more prevalent in New York state in recent years. The intolerable truth is that in these crimes, commonly and justly referred to as “hate crimes”, victims are intentionally selected, in whole or in part, because of their race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation.

A hate crime is committed when a person commits a specified offense *and intentionally selects the person against whom the crime is committed* in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct. A hate crime is also committed when a person commits a specified offense and *intentionally commits the act or acts constituting the offense* in whole or in substantial part because of such belief or perception.

For purposes of this definition, specified offenses include the following offenses, or any attempt or conspiracy to commit the following offenses:

- assault in the first, second or third degree;
- aggravated assault upon a person less than 11 years old;
- menacing in the first, second or third degree;
- reckless endangerment in the first or second degree;
- manslaughter in the first or second degree;
- murder in the second degree;
- stalking in the first, second, third or fourth degree;
- rape in the first degree;
- criminal sexual act in the first degree;
- sexual abuse in the first degree;
- aggravated sexual abuse in the first or second degree;
- unlawful imprisonment in the first or second degree;
- kidnapping in the first or second degree;
- coercion in the first or second degree;
- criminal trespass in the first, second or third degree;
- burglary in the first or second degree;
- criminal mischief in the first, second, third or fourth degree;

- arson in the first, second, third or fourth degree;
- petit larceny;
- grand larceny in the first, second, third or fourth degree;
- robbery in the first, second or third degree;
- harassment in the first degree; or
- aggravated harassment in the first or second degree.

Penalties for Hate Crimes

The Hate Crimes Act generally provides that when a person commits a hate crime, the penalty to which he or she will be sentenced will generally be longer than if the person had committed the same specified offense without the hate crime.

Procedures

Victims of hate crimes are encouraged to report the offense as soon as possible after the incident. The school Director can provide information regarding assistance, resources and options of action available to the victim. The information provided by the Director will include the availability of counseling and other support services in the community. Counseling services are not available at the school. In addition, victims of hate crimes are reminded of their right to report the matter directly to local law enforcement officials.

Reports received by the school of alleged hate crimes perpetrated by enrolled students or school employees will be forwarded to the school Director, who will refer the matter to local law enforcement officials. In addition to the criminal penalties described above under “Penalties for Hate Crimes”, the school may also impose sanctions against students or employees found guilty of hate crimes. For students, these sanctions may include, without limitation, suspension or termination from the school. For employees, these sanctions may include, without limitation, suspension or termination of employment.

ITT Technical Institute issues, on an annual basis, a *Safety and Security Policies and Crime Statistics Report*, which discloses, among other things, information about the school’s safety and security policies and procedures.

BULLETIN BOARDS AND ANNOUNCEMENTS

Official notices from the faculty and administration are posted on bulletin boards. Students are expected to periodically review the official school notices posted on the bulletin boards, read the notices and comply with the notices. Notices of available jobs and housing are posted on the Career Services bulletin board. If you wish to post a notice of saleable items, please talk to an Associate Dean or Dean.

Official notices to online students from the administration are posted in the Announcements page of the ITT Technical Institute Online Programs Website <http://www.distance-education.itt-tech.edu/itt/clikslogin>. Students are required to periodically review the posted official notices, read the notice, and comply with the notices. Within each online course, faculty will use the Course Announcements area to post important information specific to their courses. Students are required to read and comply with notices posted by the faculty. See also Student Portal herein.

CAMPUS SEX CRIMES PREVENTION ACT NOTICE

For information on the Campus Sex Crimes Prevention Act Notice, see “Safety and Security Policies and Crime Statistics Reports” contained herein.

CHILDREN

Children of students may not be brought into the school while the student is in class. The school is not responsible for the safety of children on school premises. Please contact your instructor should childcare responsibilities prevent you from attending class.

COMMUNITY RESOURCES

Information about Community Resources such as Alcoholics Anonymous, Al-Anon, and other related groups is set forth below

Organization	Website	Phone Number
Alcoholics Anonymous	www.aa.org	1 (800) 234-0246
Al-Anon	www.al-anon.org	1 (888) 425-2666
Cocaine Anonymous	www.ca.org	1 (800) 347-8998
Drug and Alcohol Abuse Hotline	www.nida.nih.gov	1 (800) 234-0420
Family and Children’s Services	www.acf.hhs.gov	1 (800) 222-8000
HIV/AIDS	www.AIDS.gov	See website
Men’s Health	www.health.nih.gov	See website
Narcotics Anonymous	www.na.org	See website
Obesity	www.obesity.org	See website
Rape Crisis Center	www.therapeccrisiscenter.org	1 (888) 366-1640
Women’s Health	www.womenshealth.gov	1 (800) 994-9662

Please see the Dean for additional information concerning Community Resources that may be available to you.

COMPLETION AND RETENTION RATES

ITT Technical Institute provides completion and retention rate information, categorized by gender, ethnicity and the percentage of students receiving federal grants and loans, in the “Completion and Retention Rate Disclosure” which can be found in the Appendix attached hereto.

COMPUTER AND ELECTRONIC INFORMATION POLICY

Introduction

ITT Technical Institute, in furtherance of its educational objectives, provides computing and network services, usually without charge as part of the tuition and fees, to its educational community. These services and the hardware associated with providing them are all considered part of the campus infrastructure and are the property of ITT Technical Institute. The following guidelines reflect ITT Technical Institute's policy for responsible use of these services and resources. This policy should be used in connection with ITT Technical Institute's other existing policies, including those regarding discrimination, harassment, and equal opportunity. Those policies can be found in the School Catalog and in this Student Handbook. The following policy statements do not constitute a contract and ITT Technical Institute reserves the right to change them at any time. Failure to abide by this policy may result in revocation of computing and network privileges and/or disciplinary action.

Authorized Use of ITT Technical Institute Resources

- a) Use of ITT Technical Institute's computing and network systems is limited to authorized users (i.e., students admitted and attending classes, faculty and staff only).
- b) User network IDs, computer sign-ons and passwords are the property of ITT Technical Institute and should never be shared. A user must use only his or her own network ID, computer sign-on or password and should never provide his or her network ID, computer sign-on or password to any other user.
- c) ITT Technical Institute's resources or private computer hardware connected to ITT Technical Institute's computer systems must not be used to provide access to any ITT Technical Institute's network to anyone who is not an authorized user. No ITT Technical Institute resources may be used to route non-ITT Technical Institute network traffic through any ITT Technical Institute computer system without the prior written consent of ITT Technical Institute.
- d) All usage of ITT Technical Institute's computing resources, networks, and software is to be made for legitimate educational, research, or employment purposes related to ITT Technical Institute. Any commercial or other use of ITT Technical Institute's computing resources, networks, or software is strictly prohibited.
- e) If ITT Technical Institute receives any evidence of any violation of this policy, security breach or use of ITT/ESI resources for an illegal purpose (including the unauthorized use of copyrighted materials or licensed software), ITT Technical Institute may terminate the user's network access without consent or notice and impose other disciplinary action.

Electronic Mail

- a) All electronic mail ("e-mail") accounts and the contents thereof are the property of ITT Technical Institute.
- b) ITT Technical Institute uses its e-mail system to communicate important information to students. Students should check their e-mail account frequently.
- c) E-mail messages should not be regarded as private, and ITT Technical Institute cannot guarantee the confidentiality of e-mail messages for many reasons, including the following: e-mail messages may

be saved indefinitely on the receiving computer, e-mail messages can be intentionally or accidentally forwarded to non-intended recipients, and e-mail messages may be improperly delivered by an e-mail system.

- d) ITT Technical Institute, although it does not regularly monitor e-mail communications, reserves the right to inspect, monitor, disclose or discontinue e-mail communications without consent or notice when consistent with and/or required by law; when there is evidence or reason to believe violations of law or ITT Technical Institute policy are taking or have taken place; or when computer maintenance or operational concerns require such action.
- e) ITT Technical Institute e-mail services may not be used for: unlawful activities; commercial purposes (whether or not under the auspices of ITT Technical Institute); personal financial gain; or any other use that violates any other ITT Technical Institute policy or guideline, including any policy regarding intellectual property or regarding sexual or other forms of harassment.
- f) Each user must properly identify himself or herself as the originator of all e-mail messages he or she sends and shall not employ any false identity on e-mail messages. Users shall also not give the impression that they are representing or otherwise making statements on behalf of ITT Technical Institute unless appropriately authorized to do so.
- g) Users shall not be permitted to send unsolicited "junk" e-mail or mass electronic mailings or chain letters without a legitimate ITT Technical Institute educational purpose.
- h) ITT Technical Institute e-mail systems are intended for purposes related to ITT Technical Institute's educational mission. Incidental personal uses of the e-mail system may be made, however, provided such use does not: (1) burden ITT Technical Institute with noticeable incremental cost; (2) violate any provision of this policy; or (3) otherwise interfere with the operation of ITT Technical Institute's computing and network services. Users should be aware that such personal communications are not private and are subject to the same conditions as all other e-mail, as described above.

Software Use

ITT Technical Institute makes a variety of software programs and applications available to the authorized users of its computing systems. This software is generally licensed to ITT Technical Institute. Failure to adhere to the terms of such licenses can subject violators to legal action and can jeopardize ITT Technical Institute's ability to procure such software for its users. Users of ITT Technical Institute's computing systems must adhere to the following guidelines:

- a) Users should ensure they are covered by the appropriate site-license for each software program or application they use. To determine whether you are an authorized user, contact the Dean.
- b) Unauthorized copying of software is illegal and strictly prohibited, even when such software is not protected against copying. There is generally a no "fair use" provision for copying software. ITT Technical Institute's software licenses do not permit you to obtain a copy of any of its software programs for your use or installation on any computer.
- c) Software must not be removed or copied from any ITT Technical Institute hardware or system without prior written authorization from the Dean.
- d) Personal software must not be installed or downloaded from the internet onto any ITT Technical Institute hardware or system without written authorization from the Dean.

Internet Use and Creation of Web Pages

All use and access of the Internet from ITT Technical Institute's computing systems is subject to the following guidelines:

- a) Access to pornographic, gambling, "hate speech", or similar web sites is strictly prohibited. Web sites accessed by ITT Technical Institute's computing systems users may be monitored.
- b) The Dean must authorize any web page created. Each such web page must include contact information, including an e-mail address, of the writer or publisher on each page.
- c) Creation of any web page must comply with copyright laws for all content, including photographs, illustrations, and other graphic images that were created by others. Downloading an image from any web site without permission usually violates copyright law. See also "Copyright Infringement is Prohibited" contained herein.
- d) Any personal, club or organization web page created must be clearly marked with a legend indicating that such page is personal in nature and does not represent the views or opinions of ITT Technical Institute.
- e) While ITT Technical Institute does not typically provide editorial review of web pages, ITT Technical Institute reserves the right to edit or terminate such pages at any time to comply with third party complaints, any applicable law or regulation, or computer and network management concerns.

Proper and Responsible Use of ITT Technical Institute Computing Systems

- a) Users of ITT Technical Institute's computing systems must respect the privacy and rules governing all information accessible through the systems. For example, users must not intentionally seek information on, obtain copies of or modify files, tapes or passwords belonging to other users or ITT Technical Institute available on ITT Technical Institute's computing systems.
- b) Users of ITT Technical Institute's computing systems must respect the finite capacity of the computing systems. For example, users shall limit usage of the computing systems so as to not interfere with the usage of others and must not use the computing systems for profit-making or fund-raising activities without specific prior written authorization from the Dean to do so.
- c) Users of ITT Technical Institute's computing systems must respect the integrity of the computing systems. For example, users must not download, transmit, or install any virus, Trojan horse, worm, or other potentially destructive code on any ITT Technical Institute computing system.
- d) Users of ITT Technical Institute's computing systems must ensure that their usage of such systems complies with all applicable local, state and federal laws.

COPYRIGHT INFRINGEMENT IS PROHIBITED

Copyright laws protect original works of authorship. The owner of a copyright has the exclusive right to the original work, including the right to copy the work, distribute the work, display or perform the work publicly, and create derivative works. A copyright interest attaches to an original work that is “fixed in any tangible medium of expression,” including traditional works like books, photographs, architectural drawings, music, drama and sculpture, as well as works affected by new technologies, like movies, electronic media, web pages, software, multimedia works and databases. The use of file-sharing networks to download and share copyrighted works without permission from the copyright owner – like software, music, movies, TV shows, games and images – violates copyright laws. Both the person who makes an illegal copy of a copyrighted work available and the person who receives or downloads an illegal copy have violated the copyright laws. In most instances, a student must obtain permission from the copyright owner in order to copy, distribute, display or perform a copyrighted work in any medium for any purpose.

Any copyright infringement, including, without limitation, distribution of copyrighted material through unauthorized peer-to-peer file sharing, in connection with a student’s enrollment in a program of study at the school or conducted by a student through the use of any of the school’s equipment or information systems is prohibited and violates both the Conduct section of the School Catalog and the law. Any student who engages in copyright infringement will be subject to discipline by the school, which may include, without limitation, the suspension or termination from one or more courses the student is taking or the student’s entire program of study at the school and the referral to the proper authorities. Copyright infringement may also subject the student to civil and criminal liabilities. A summary of the penalties for violating federal copyright laws include:

- unlimited actual damages proven for each act of copyright infringement;
- up to \$30,000 for each act of copyright infringement that is determined not to be willful;
- up to \$150,000 for each act of copyright infringement that is determined to be willful; and
- criminal penalties.

CREDIT FOR PREVIOUS EDUCATION OR EXPERIENCE

A student may request credit for courses in the student’s program of study at the school based on the student’s previous postsecondary education or experience, by submitting a written request to the Registrar.

1. Previous Postsecondary Education

Following the Registrar’s receipt of the student’s written request, the school may grant the student credit for course(s) in the student’s program of study based on the student’s previous postsecondary education at a different institution, if the student satisfies all of the following requirements:

- a) The student provides the school with an official transcript from each educational institution awarding any credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school. If the educational institution is located (i) in the U.S., it must be accredited by an accrediting agency recognized by the U.S. Department of Education, or (ii) outside the U.S., it must be accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.
- b) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific core, technical basic and general studies course requirements of the student's program of study at the school is determined, in the school's discretion, to be equivalent to the subject matter of such core, technical basic and general studies course(s).
- c) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific general education course requirements of the student's program of study at the school is determined, in the school's discretion, to be substantially similar to the subject matter of such general education course(s). In addition, any credit for courses that the student desires to transfer to the school to satisfy any Science course requirements in the Nursing associate's degree program must have been earned by the student within seven years of the Registrar's receipt of the student's written request.
- d) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy any elective course requirements of the student's program of study at the school is determined, in the school's discretion, to represent a level of rigor that is equal to or greater than the rigor of the school's lower division courses.
- e) The number of credits that the student desires to transfer to the school to satisfy the requirements of a specific course in the student's program of study at the school must equate, as determined by the school, to at least the same number of quarter credit hours of that course as specified in the Program Outline for the student's program of study at the school.
- f) The student completed each course represented by credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school with at least: (i) a passing grade in the student's program of study at the school, if the credits were earned at an ITT Technical Institute; (ii) a grade of "C" (i.e., 2.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute and the student's program of study at the school is not the associate degree program in Nursing; or (iii) a grade of "B" (i.e., 3.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute and the student's program of study at the school is the associate degree program in Nursing.
- g) Other institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website at www.itt-tech.edu/articulation/. Many of the same and other limitations and conditions specified above with respect to credit granted by the school for a student's previous postsecondary education at a different institution will apply to credit granted by a different institution for a student's postsecondary education at the school. As a result, any student considering continuing his or her education at, or transferring to, any institution other than an ITT Technical Institute must not assume that any credits earned in any course taken at the school will be accepted by the receiving institution. The student must contact the registrar of the receiving institution to determine what credits earned at the school, if any, that institution will accept.

2. Previous Experience

Upon the Registrar's receipt of the student's written request, a \$500 processing charge will be due and payable by the student to the school, unless the student's previous experience is based solely on military experience (e.g., a SMART transcript). Following the Registrar's receipt of the student's written request, the school: (a) will add the \$500 processing charge, as applicable, to the amount that is due and payable by the student to the school; and b) may grant the student credit for course(s) in the student's program of study based on the student's previous experience, if the student demonstrates, to the school's satisfaction, that he or she has sufficiently grasped the knowledge and skills offered by the specific course(s) contained in the student's program of study at the school that the student desires credit for previous experience. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score thereon as required by the school. Notwithstanding the foregoing, a student may not receive credit based on the student's previous experience with respect to any course(s) in the student's program of study at the school that the student previously attempted at the school or at any other ITT Technical Institute.

DISABLED APPLICANTS AND STUDENTS

The school is committed to compliance with Section 504 of the Rehabilitation Act of 1973 and its regulations. The school does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. The school Director is designated the school's Student Disability Coordinator and coordinates Section 504 compliance. Applicants or students with a disability (whether physical or intellectual) may request an accommodation by contacting the school Director. The school's facilities are in compliance with federal, state and local laws and regulations, including those related to safety, health and disabilities. Additional information may be obtained from the Student Disability Coordinator.

General Guidelines Regarding Disabilities and Accommodations

The following are General Guidelines. They provide a general description addressing disabilities and accommodations for both applicants and students. These General Guidelines are a resource for students and provide general information about accommodating individuals with disabilities. For purposes of these Guidelines, the terms "student" or "students" collectively refer to both applicants and students.

Please carefully read these General Guidelines, as well as other specific guidelines that may apply. Additional information may be found in more specific guidelines available from the Student Disability Coordinator. Please address any questions or issues to the Student Disability Coordinator who is also the school Director.

Students with disabilities are encouraged to meet with the school's Student Disability Coordinator to learn about accommodation opportunities. The decision to use these services is voluntary and a matter of individual choice.

A. The Student Disability Coordinator

1. The school Director is also this school's Student Disability Coordinator.
2. For all questions, concerns, and issues regarding disability-related and accommodation-related issues please see the Student Disability Coordinator.

3. To provide appropriate accommodations to students with disabilities, the Student Disability Coordinator:
 - a. Serves as a resource to provide information regarding how to obtain accommodations;
 - b. Helps determine the accommodations to be provided to a student, taking into consideration the student's documentation, preferences, available resources, and course requirements; and
 - c. Keeps confidential information regarding a student's disability.

B. The Accommodation Procedure

1. A reasonable accommodation is a modification or adjustment to a program, service, or activity that provides a qualified student with a disability an equal opportunity to participate in the school's programs.
2. Reasonable accommodations are individualized and developed on a case-by-case basis. Identifying an appropriate accommodation requires an exchange of information as part of the interactive process.
3. Eligibility for reasonable accommodations is determined on an individual basis based on documented need.
4. A student's decision about whether to self-identify as a person with a disability is a personal one. Individuals with disabilities are welcome, if they choose, to discuss their concerns with the Student Disability Coordinator. The decision not to self-identify as disabled is understood and respected.
5. Self-disclosure and documentation are required only if a student requests an accommodation.
6. Self-disclosure and the submission of documentation to obtain a reasonable accommodation can be initiated at any time. However, reasonable time should be allowed before the student can expect accommodations to be in place.
7. Students should provide information and documentation at a reasonably early date to allow time for the development and arrangement of reasonable accommodations.
8. Upon admission, incoming students with disabilities are urged to contact the Student Disability Coordinator as soon as possible. Early identification of a student's disability status and accommodation requests can assist the school in arranging to reasonably accommodate that student on a timely basis. The more time the Student Disability Coordinator has to make these arrangements, the easier arranging accommodations can be. If a student has a concern regarding an accommodation, the student may use the Student Complaint/Grievance procedure described in the Appendix to the Student Handbook.
9. Students deemed eligible for and granted an accommodation will be given a Request for Accommodation letter. That letter is prepared by the Student Disability Coordinator and describes the appropriate accommodation. That letter is given to each instructor where an accommodation has been granted. If the student or instructor has additional questions, he/she must contact the Student Disability Coordinator for clarification and/or assistance. A student may

not require an accommodation in every course.

10. It is each student's responsibility to make use of these accommodations. Each student is ultimately responsible for his or her academic success. Each student must take the initiative to use time, facilities, and support services in a productive manner. Each student is responsible for his or her own work and grade in each course.
11. Accommodations cannot be retroactive. Accommodations begin only after appropriate documentation is received and a reasonable time for the development of a reasonable accommodation has been allowed.
12. Accommodations can be made only to known limitations of otherwise qualified students with disabilities.

C. Temporary Disability

1. Students with temporary disabilities are encouraged to contact the Student Disability Coordinator to find out what services are available to them. Examples of temporary disabilities include, for example, a broken arm/leg or a short-term illness or an injury.

D. Additional Sources of Information

1. In addition to these General Guidelines Regarding Disability and Accommodations, additional information can be obtained by contacting the Student Disability Coordinator.

DRESS CODE

While on school property, students must accept individual responsibility for appropriate dress. Certain items of dress are not acceptable due to safety reasons, such as shower clogs, flip-flops, etc. Some programs within the school will require more stringent dress codes for safety and professional reasons.

Students are expected to wear clothing that adequately covers the person and to wear shoes on the school premises. Clothing must not contain printed matter that may be considered vulgar or offensive. More formal attire, as announced, may be required for special events or occasions. Students will maintain their own personal hygiene so as not to be offensive to fellow students and staff.

Each faculty member may set stricter dress and cleanliness requirements related to specific safety and hygiene factors for the particular class and laboratory setting. (Such requirements will be either posted in each classroom and laboratory, or included in the course syllabus given to each student at the beginning of the course.)

Cellular telephones and pagers should be set so they do not interrupt or disrupt regular classroom activities. Students whose telephones or pagers disrupt class may be asked to leave and may be marked absent. Repeated violations may lead to disciplinary action. See also "Telephones" contained herein.

Students violating the dress code will be asked to leave school until they are properly dressed and may be counted absent for the time they are not in class.

EMERGENCIES-PERSONAL

The school and administration should be notified immediately of any illness, accident, or hospitalization affecting any student.

Student messages or telephone calls of an emergency nature received at the school will normally be delivered to the student during class breaks. In such cases, the caller should give the school the student's class schedule so he/she can be more readily located.

The school will not accept student telephone calls, messages and letters of a personal nature. Telephone calls, messages, etc., of a personal nature must be directed to the student's home or cell phone. Office phones are not to be used for personal calls.

Emergency doors are to be used only for emergencies.

FACULTY WORK AREAS

Students are not permitted in the faculty office area or staff lounge unless an instructor escorts them.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ANNUAL NOTIFICATION

The Family Educational Rights and Privacy Act ("FERPA") affords students certain rights with respect to their education records. These rights include:

- 1. The right to inspect and review the student's education records within 45 days of the day the school receives a written request for access.**

Students should submit to the school Director a written request that identifies the record(s) the student wishes to inspect. A school official will make arrangements for access and notify the student of the time and place where the records may be inspected.

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

A student may request the school to amend an education record the student believes is inaccurate or misleading. The student must write to the school Director, clearly identify the part of the education record the student wants changed and specify why the education record is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

If the school decides not to amend the education record as requested by the student, the school will notify the student of the decision and advise the student of his or her right to a hearing regarding the student's request for amendment. Additional information regarding the hearing procedures will be provided to the student when the student is notified by the school of his or her right to a hearing.

- 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without the student's consent.**

One exception permits the school to disclose personally identifiable information contained in the student's education records without the student's consent to school officials with legitimate

educational interests. A school official is: a person employed by the school in an administrative supervisory, academic or research, or support staff position; a person or company with whom the school has contracted; a person serving on an advisory board; or a student assisting a school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her responsibility. Upon request, the school discloses education records without student consent to officials of other schools at which the student seeks or intends to enroll or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605

Directory information (as defined below) in a student's education records may be unconditionally released by the school without the student's consent, unless the student specifically requests in writing that such information may not be released. The school requires that any such request by the student must (i) specify what categories of Directory Information are to be withheld and (ii) be delivered to the school Director within 15 days after the student starts class. Any such request must be renewed annually by the student. Directory Information means information contained in a student's education record which would generally not be considered harmful or an invasion of privacy if disclosed. Directory Information includes, but is not limited to, the student's: name; address(es); telephone number(s); electronic mail address(es); photograph; grade level; enrollment status (e.g., full-time or part-time); date and place of birth; program of study; extracurricular activities; credentials, awards and recognition (i.e., honors) received; last school attended; dates of attendance; (i.e., enrollment periods(s), not daily attendance record); and student or user ID number (other than a social security number), but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity which are known or possessed only by the authorized user.

The school has adopted a detailed Family Educational Rights and Privacy Act Policy (AA 9.0), which is available to the student upon request. See also the School Catalog for additional information about FERPA.

FIRE AND EMERGENCY

Fire and Emergency Drills

Periodically, fire and other emergency drills (earthquake, hurricane, etc.) will be conducted at the school in order to familiarize on campus students with fire and emergency procedures. Students are expected to recognize the need for fire and emergency drills and cooperate fully. If you discover a fire or fire hazard, notify an instructor or staff member immediately. Fire alarm stations are located throughout the building and will be activated in the event of a fire. All exits are marked and students are expected to leave the building in a prompt and orderly fashion using these exits. Check the posted exit guide in your classroom or lab. Class will resume following the all-clear signal.

Fire and Emergency Response and Evacuation Procedures

As part of ITT Technical Institute's Fire and Emergency Response and Evacuation Procedures, the school will attempt to immediately contact students and employees via email, phone and other means reasonably designed to inform students about any immediate threat to the health or safety of students or employees occurring on the campus.

In case of fire and/or other emergency, students must follow the directions of school officials. All rooms have exit routes designated on the maps posted in each classroom, office, and restroom. Students must follow directions as given to them by a school-designated official.

NON-DISCRIMINATION AND DIVERSITY

The school is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, religion, color, age, sex, sexual orientation, national origin, disability, gender, genetic information or any other protected status, in employment, educational programs and activities, and admissions. The school also encourages cultural and ethnic diversity in its faculty, staff, and student body.

In accordance with the requirements of Title IX of the Education Amendments of 1972 and their regulations, the school does not discriminate on the basis of sex in the educational programs and activities which it operates, including employment and admissions. The school Director is designated the school's Title IX Coordinator to coordinate Title IX compliance.

ONLINE ASSIGNMENT SUBMISSION

It is important that all assigned activities be submitted by the due date in all courses. Consequently, activities submitted after the due date will not receive full credit in the determination of the student's grade.

For courses scheduled to meet throughout the quarter, activities submitted within one week after the due date will receive a 10% penalty. This means the score entered for the activity will be reduced by 10% when entered into the faculty member's gradebook. A paper submitted up to one week after the scheduled due date that would have otherwise earned a 100% will receive a score of 90%. For courses scheduled to meet only the first half or the second half of the quarter, activities submitted up to three days after the due date should receive a 10% penalty.

For courses scheduled to meet throughout the quarter, activities submitted eight to 14 days late will receive a 20% penalty. A quiz that would have otherwise earned a 75% had it been on time will receive a score of 55%. For courses scheduled to meet only the first half or the second half of the quarter, activities submitted four to seven days after the due date shall receive a 20% penalty.

Any required activities submitted more than 14 days after the due date for courses scheduled throughout the quarter or more than seven days after the due date for courses scheduled to meet only part of the quarter may receive a maximum score of 50%. Faculty members are not required to accept activities submitted more than 14 days after the due date in quarter long courses or more than seven days after the due date for courses schedule to meet only part of a quarter.

Please note that no late work will be accepted after the last day of the 11th week for full quarter classes and the last day of the sixth week of classes for courses meeting only part of the quarter.

Each faculty member teaching an online course reserves the right to waive the penalty if the student has extenuating circumstances, approved in advance by the faculty member, that have led to the submission of

required graded activities after the due date.

ORIENTATION AND ONLINE STUDENT PREPARATION

Campus Locations: All students are encouraged to participate in the school's Orientation Program.

Online Student Preparation: Students entering online courses with ITT Technical Institute for the first time are automatically enrolled in, and are encouraged to complete, the online "Online Student Preparation" program prior to or in conjunction with the first online course of their program. Other students may contact their Program Chair to request access to the "Online Student Preparation" program.

PARKING

There are designated parking spaces for both the school staff and student body. Please use only one space per vehicle. Parking is not allowed in the driveways.

In order to prevent personal injury and property damage, the speed limit in the parking lot and driveways is 5 MPH. Excessive speed and squealing of tires will result in disciplinary action.

Parking spaces for the disabled are marked and any vehicles parked in these spaces without the appropriate disabled designation will be towed at the owner's expense. Visitor parking is permitted in the parking spaces designated for visitors. Students must not park in the visitors parking area. Unauthorized parking may result in the vehicle being towed at the owner's expense and suspension of the individual's on-campus parking privileges.

Parking areas must be kept free of trash. Student assistance and cooperation in this regard is both expected and appreciated.

PERSONAL PROPERTY

The school expressly disclaims all liability and responsibility of every kind and nature whatsoever for any loss, theft, damage, destruction, or other casualty to any personal property of any kind owned by any student, visitor, or other. Students are advised and warned they must personally take full and complete responsibility for safekeeping of all their property on school premises and during any school activities.

The Academic Affairs Department maintains a lost and found. The school will dispose of any items left in the lost and found over 30 days.

RAPE, ACQUAINTANCE RAPE AND OTHER FORCIBLE AND NON-FORCIBLE SEX OFFENSE PREVENTION

ITT Technical Institute is committed to maintaining an environment supportive of its primary educational missions and free of exploitation and intimidation. It will not tolerate sexual assault or other forms of non-consensual sexual activity. This policy is applicable to students, faculty, and staff. The school enforces this policy through internal disciplinary and grievance procedures and encouragement of external prosecution through the appropriate local law enforcement officials.

Sex offenses covered under this policy include any sexual act directed against another person forcibly or against that person's will where the victim is incapable of giving consent due to his/her youth or temporary or permanent mental or physical incapacity.

Victims of sex offenses are encouraged to report the offense as soon as possible after the incident. The school Director can provide information regarding assistance, resources, and options for action available to the victim. In addition, victims of sex offenses are reminded of their right to report the matter directly to local law enforcement officials.

Complaints against enrolled students or school employees will be forwarded to the school Director for resolution. Sanctions may be imposed against students or employees found guilty of sex offenses defined under the policy are varied and include, without limitation, suspension, or termination from the school for students, suspension, or termination of employment for employees and referral of the matter to local law enforcement officials.

The Realities of Rape

In 2000 the U.S. Department of Justice, Bureau of Justice Statistics report on "The Sexual Victimization of College Women" indicated that:

- Vast majority of sexual victimizations occur in the evening after 6:00 PM;
- 60% of completed rapes occurred on campus at the victim's residence;
- 70% of victim's in a attempted rape use physical force against the assailant; and
- 3 in 10 women reported they were injured emotionally or psychologically.

A 2006 National Crime Victimization survey indicated that:

- Estimated 272,350 sexual assaults in 2006 against victims age 12 and older;
- 41.6% of sexual assaults were reported to police over the last five (5) years;
- 73% of sexual assaults were committed by someone known to the victim; and
- Every two (2) minutes another American is sexually assaulted.

What is Date Rape?

Date rape, also known as **acquaintance rape**, is sexual assault- the unlawful, possibly violent sexual behavior that includes unwanted touching of another person's vagina, penis or buttocks, or forced penetration of a genital or anal opening with an object.

Date rape is forced sex, even if the attacker knows the victim and even if the attacker and the victim have had sex before. The force can be verbal or physical. Some acquaintance rapists use emotional coercion as well as physical force. Forcing someone to have sex against his/her will, even if the attacker knows the person, is still rape and it is still a crime.

Victims can be male, female, gay, straight, or bisexual. Regardless of poor communication, mixed signals or body language that contradicts the spoken word, forced sexual conduct or intercourse with a nonconsenting acquaintance is **date rape**, and it is a crime.

Why Does it Happen?

Let's look at sexual stereotyping and how males and females talk to each other.

- Although things are changing, society still frequently encourages men to be competitive and aggressive and teaches women to be passive and avoid confrontation.
- Men say they misunderstand a woman's words and actions—the excuse, “She said no, but meant yes.”
- Some people—men and women alike—still believe that it's okay for a man to demand sex if he takes a woman out or buys her gifts, and that it's not rape if he forces sex on a woman who previously had sex with him or other men.
- Women also feel that if they've previously had sex with a boyfriend who later forces them to have sex against their will, it may not be considered rape.

Preventing Date Rape

As a woman, you can

- be clear with men in your life about what, if any, sexual behavior you are comfortable with and keep talking as you get deeper into a relationship.
- not use alcohol or other drugs—they decrease your ability to take care of yourself and make sensible decisions.
- trust your gut feelings. If a place or the way your date acts makes you nervous or uneasy, leave. Always take enough money for a phone call for help.
- check out a first date or blind date with friends. Meet in and go to public places. Take public transportation or drive your own car.
- leave social events with friends not with someone you just met or don't know well.
- always watch your drink and never leave it unattended. Don't accept beverages from someone you don't know and trust.

As a man, you can

- realize that forcing a woman to have sex against her will is rape, a violent crime with serious consequences.
- accept a woman's decision when she says “no.” Don't see it as a challenge.
- ask yourself how sexual stereotypes affect your attitudes and actions toward women.

- not use alcohol and other drugs—it clouds your judgment and understanding of what another person wants.
- get help if you see men involved in a gang rape.
- understand that if a woman is drunk and you have sex with her against her will, it's still rape.
- seek counseling or a support group to help you if you feel violent or aggressive toward women.

If Date Rape Happens To You

- Remember that rape is rape. You are not to blame. Know that action against the rapist can prevent others from becoming victims.
- Get help immediately. Phone the police, a friend, a rape crisis center, a relative. Don't isolate yourself, don't feel guilty or ashamed, and don't try to ignore it. It is a crime that should be reported.
- Get medical attention as soon as possible. Do not shower, wash, douche, or change your clothes. Valuable evidence could be destroyed.
- Get counseling to help you through the recovery process. Rape is a traumatic experience and trained counselors can make recovery easier and quicker.
- If you think you've been sexually assaulted under the influence of a date rape drug, get medical help immediately. Try not to urinate before providing any urine samples. If possible, collect any containers from which you drank.

Source: National Crime Prevention Council (NCPC): Date Rape at www.ncpc.org.

SAFETY AND SECURITY POLICIES AND CRIME STATISTICS REPORT

The ITT Technical Institute issues, on an annual basis, a Safety and Security Policies and Crime Statistics Report. The information contained in the Report is distributed pursuant to 20 U.S.C. §1092 and 34 C.F.R. §668.41(e).

The Report discloses information about the school's safety and security policies and procedures, and statistics concerning the number of particular crimes reported to the school and local law enforcement agencies as occurring on the school's premises or public property adjacent to the school. The Report serves to inform the school's students, prospective students, employees, and prospective employees of the existence and enforcement of the school's safety and security policies.

The most recent Report is posted at http://info.itt-tech.edu/campus_safety/Pages/default.aspx.

If you do not have access to the Internet, please contact the school Registrar for a printed version of the Report.

SAFETY TIPS

Students can do several things to protect themselves from crime. Many crimes occur only because there is an opportunity for them to happen. For example, most crimes of burglary and theft are random, not calculated. They occur because a window is rolled down, valuables are left in plain sight or a vehicle is left unlocked. The following are some safety tips:

- Walk in well-lit areas;
- Arrange to walk in groups with at least one companion, especially at night;
- Do not carry large sums of cash;
- Avoid less-frequented places when alone, especially at night;
- Be aware how you carry your valuables and don't leave them unattended;
- If a driver stops to ask for directions, do not get too close to the car and risk being pulled in;
- Do not ignore your intuition; if you suspect you are being followed, change direction or go to a public area or group of people; and
- If you are being followed while driving, drive to the nearest police station, fire station or a well-lit, open business where you can safely call the police. Try to get the car's license number and description. If no safe areas are near, honk the horn repeatedly and turn on your emergency flashers.

SCHOOL CLOSING DUE TO INCLEMENT WEATHER

The school will issue announcements to local radio and television stations when classes are canceled and the school closes due to inclement weather. The call letters of such stations will be posted on the student bulletin board. It is the student's responsibility to utilize these sources to ascertain any school closing. If in doubt, call the school. Should the school reschedule a canceled class meeting, all students are expected to attend the rescheduled meeting and are responsible for material covered during the rescheduled meeting. Students unable to attend the rescheduled class meeting must arrange to make up the assigned work with the instructor prior to the rescheduled class meeting.

SEXUAL ASSAULT, SEXUAL HARASSMENT AND OTHER PROHIBITED HARASSMENT (CALIFORNIA)

It continues to be the policy of ITT Technical Institute that sexual assault or harassment of students or applicants for admission in any form is unacceptable conduct which will not be tolerated. Sexual assault is defined in California Education Code Section 94385 to include without limitation, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery or threat of sexual assault. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the school of sexually suggestive objects or pictures, sexually explicit or offensive jokes, physical assault and other verbal, visual or physical conduct of a sexual nature. No student, applicant, faculty member or other employee of ITT Technical Institute shall: (a) sexually assault or harass any student or applicant; or (b) threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's admission, enrollment, grades, studies or educational experience at ITT Technical Institute. Similarly, no faculty member or other employee of ITT Technical Institute shall promise, imply or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Other types of harassment that will not be tolerated include any unwanted or unwelcome words, gestures or actions of a persistent or offensive nature involving any person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status. Harassment of this nature also includes any conduct, whether verbal, visual or physical, relating to or involving a person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status that is sufficiently pervasive or severe to: (I) unreasonably interfere with a student's education at the school or a student's admission to a program offered by the school; or (II) create an intimidating, hostile or offensive learning environment for students.

Any student or applicant who feels that he or she is a victim of sexual assault, sexual harassment or other prohibited harassment (including, but not limited to, any of the conduct listed above) by any student, applicant, faculty member or other ITT Technical Institute employee, or visitor or invitee of the school in connection with the educational experience offered by ITT Technical Institute should, as described in the Student Complaint/Grievance Procedure section, bring the matter to the immediate attention of the school Director, at the school in which the student is enrolled at the telephone number specified in this catalog. A student or applicant who is uncomfortable for any reason in bringing such a matter to the attention of the school Director, or who is not satisfied after bringing the matter to the attention of the school Director, should report the matter to the Senior Vice President, Chief Compliance Officer, ITT/ESI, telephone (800) 388-3368. Any questions about this policy or potential sexual assault, sexual harassment or other prohibited harassment should also be brought to the attention of the same persons.

The school encourages students and ITT Technical Institute employees to promptly and accurately report all sexual assaults occurring at any of the school's facilities to the appropriate police agencies. Upon the request of a sexual assault complainant, the school will: (a) transport the complainant to the hospital or contact emergency personnel on behalf of the complainant; (b) refer the complainant to a counseling center or an agency that can make such referral; and (c) notify the police on behalf of the complainant.

ITT Technical Institute will promptly investigate all allegations of sexual assault, sexual harassment or other prohibited harassment in as confidential a manner as the school deems reasonably possible and take appropriate corrective action, if warranted. The school will inform the complainant of the results of the school's investigation. Sexual assault complainants may, in their discretion, pursue their own remedies against the alleged perpetrator, whether civilly and/or criminally. The school will assist any student with

academic difficulties arising as a direct result of a sexual assault on the student by any ITT Technical Institute student or employee occurring at any of the school's facilities.

SOLICITING

In the interest of all students, faculty and staff, no outside solicitation whatsoever is permitted in the classroom or laboratory, regardless of the reason, without the express consent of the school Director.

STUDENT ACTIVITIES

The school encourages student activities that develop individual initiative, group leadership, and cooperation. It is a goal of the school to provide students with the opportunity to participate in activities that relate to vocational objectives, satisfy social needs, provide recreational opportunities, and encourage cultural enrichment. School-related student activities must be sanctioned and supervised by the school. Students should contact the Dean regarding activities in which they would like to participate.

STUDENT BODY DIVERSITY

ITT Technical Institute provides information about Student Body Diversity in the "Disclosure - Student Body Diversity" which can be found in the Appendix attached hereto.

STUDENT COMPLAINT/GRIEVANCE PROCEDURE

Please see the Student Handbook Appendix for information on the school's Student Complaint/Grievance Procedure, and the Enrollment Agreement for information on the Resolution of Disputes procedure, with respect to any complaint or dispute that may arise between a student and the school. The Student Complaint/Grievance Procedure and Resolution of Disputes procedure are also published in the School Catalog, which is posted electronically on the portal at <http://www.itt-tech.edu>, and is also available from your school Director.

STUDENT ENTRY

Students must only enter and exit the school through the designated student entry doors. The lobby entrance is only for the use of guests and visitors.

STUDENT LOUNGE/BREAK AREA

The student lounge/break area is provided for the students' convenience and enjoyment before and after class and during break periods. It is the student's responsibility to keep this area as neat as possible. Please use the trash receptacles to dispose of candy wrappers, drink containers and other refuse. If smoking is permitted in an outside break area, please use the ashtrays to dispose of cigarettes.

Your help in keeping the school neat and clean is expected and appreciated.

STUDENT PORTAL

The Student Portal provides important information about the school and can be accessed at <http://studentportal.itt-tech.edu>.

TELEPHONES

Student messages or telephone calls of an emergency nature received at the school will normally be delivered to the student during class breaks. In such cases, the caller should give the school the student's class schedule so he/she can be more readily located.

The school will not accept student telephone calls, messages and letters of a personal nature. Telephone calls, messages, etc. of a personal nature must be directed to the student's home or cell phone. Office phones are not to be used for personal calls.

Cellular phones should not be used during a class meeting as the call may disturb other members of the class. Cellular telephones and pagers should be set so they do not interrupt or disrupt regular classroom activities. Students whose telephones or pagers disrupt class may be asked to leave and may be marked absent. Repeated violations may lead to disciplinary action.

Office phones are for school use only and may not be used by students without the expressed permission of a staff member.

VACCINATION POLICY

The school recommends that, within the 12 months immediately preceding the start of the student's program of study at the school, the student receive the following vaccinations or immunizations:

- tetanus-diphtheria;
- polio series;
- mumps;
- rubella;
- chickenpox;
- two rubeola;
- varicella;
- hepatitis-A; and
- hepatitis-B.

Certain clinical or practicum experiences that may be part of the student's program of study at the school may require these and/or other vaccinations or immunizations.

Certain states require that students receive specific vaccinations. Any requirements in this regard are detailed in your School Catalog.

VIRTUAL LIBRARY

ITT Technical Institute students have access to the ITT Technical Institute Virtual Library. Students may access the Virtual Library at: <http://library.itt-tech.edu>. Please see the Virtual Library Users Guide for complete information. Students or staff may direct any questions on the Virtual Library to the Corporate Librarian at (317) 875-8748.

VISITORS AND GUESTS

Students must notify the Dean prior to bringing any visitors or guests into the school. All visitors and guests must enter the building through the lobby entrance and are required to sign the guest book. No visitors or guests may tour the facility without being accompanied by a school employee. No visitors or guests may attend a student's class without the prior permission of the instructor and the Dean or the School or Program Chair.

VOTER REGISTRATION

The school encourages eligible students to register and vote. Every September, the school will electronically transmit a message containing a voter registration form acceptable for use in the state in which the institution is located, or an Internet message where such a form can be downloaded. Students are encouraged to check their student e-mail for this message. Also, please see the Dean for information on voter registration.

WEAPONS

The possession or use of firearms, knives (except non-spring pocket knives with blades less than four inches), other weapons, explosives or fireworks of any kind are prohibited on school property and during any school activity, except for law enforcement officers who are required to carry a firearm at all times. Any law enforcement officer who is required to carry a firearm on school premises or during any school activity must notify the school in writing of that requirement and provide a copy of the applicable directive that requires the officer to carry a firearm while on school premises and during school activities.

The school reserves the right to inspect any and all items brought onto the school premises, including any building or parking lot. Except for law-enforcement officers as specified above, possession or use of a firearm, knife (except a non-spring pocket knife with a blade less than four inches), other weapon, explosive or firework on school premises or during any school activity will result in the student's immediate termination from the school.

EDUCATIONAL ASSISTANCE

ABSENCES

In the event of an absence, a student should make every effort to contact his or her instructor. The instructor can provide the student with class assignments and/or inform the student of all the necessary make-up work and time necessary to help the student keep up with his or her courses. Students may also use e-mail to communicate with instructors. Students are encouraged to see their instructor for specific information on make-up work policies.

ASSIGNMENTS

All classroom and laboratory assignments are required to be completed by the student. Any missed assignments, due to absenteeism or otherwise, are required to be made up by the student in accordance with the make-up policy specified in the school Catalog.

EXAMS

Exams must be taken in compliance with school policy.

EXAM MAKE-UP

Students are required to take exams at the regularly scheduled times unless circumstances beyond the student's control prevent it. These circumstances include documented illness, documented business travel or an online student's technological failure. Students are required to reschedule the missed exam as soon as possible. To reschedule an exam, a student must send a written request to his or her instructor. Online students must submit the request through the course management system. Notwithstanding anything above, the decision to allow a student to make up an exam is at the sole discretion of the school and is final and binding on the student.

EXTRA HELP FOR ACADEMICS

Students may receive extra help by making a request to their instructor and/or the School or Program Chair. Extra help sessions will be arranged outside the normal classroom instruction hours to assist the student.

Academic assistance includes, but is not limited to, tutoring and group seminars. Specific course tutoring is provided by the staff, peers and through open lab sessions.

Many of these services are provided on a regularly scheduled basis, while others are by appointment only. Students are encouraged to inquire of their instructor or School or Program Chair. Students may be required to accept special help or attend scheduled assistance sessions as a condition of their continuation in the program.

EXTRA HELP FOR LABORATORY WORK

Students needing additional lab work time to complete assigned lab projects may do so by permission of their instructor or School or Program Chair. Extra help lab sessions are made available outside the normal lab instruction hours.

LEARNING RESOURCE CENTER

The school maintains a Learning Resource Center ("LRC") that includes access to the ITT Technical Institute Virtual Library. The LRC contains reference and reading materials related to the school's academic programs. Hours of operation and available services are posted in the LRC. Students needing access to the LRC during non-scheduled hours should see a School or Program Chair or the Dean. A student is responsible to the school for the replacement cost of any lost or damaged materials the student removes from the LRC. A student's degree or diploma will be withheld by the school until all LRC materials the student removes from the LRC are returned to the school in good condition or the student pays the school the replacement cost of those LRC materials.

SCHEDULE CHANGES AND WITHDRAWALS

Any student desiring to change his or her program of study or class schedule must first obtain permission from the Dean. Such permission is at the discretion of the school. Students who wish to withdraw from a program of study or a course should notify the Dean or School or Program Chair in advance of withdrawal. Students must also contact the school's Director of Finance in the event of any change in student status.

FINANCIAL ASSISTANCE

BOOKSTORE

The textbooks, tools and supplies required for the program of study are to be furnished to the student or made available for sale the week prior to the upcoming term or on the first day of that term's classes. Students are not obligated to buy any of the required books, tools, or supplies for their program of study from the school, but students are required to possess the requisite books, tools and supplies, whether purchased from the school or elsewhere.

CHECK CASHING POLICY

The cashier's office will not cash any checks and will only accept those checks made out to the school for educational costs.

ENTRANCE AND EXIT COUNSELING

Students are provided individual entrance and exit counseling with respect to financial aid received under the federal student financial aid programs. Information on topics, such as loan options, financial planning, repayment obligations, and deferment/forbearance options, are provided to each student upon entering and leaving school.

FINANCIAL AID ASSISTANCE

School financial aid services are generally available during normal business hours. If a student needs to meet with a financial aid professional during a particular evening and he/she is unavailable, contact the Director of Finance to make other arrangements. See the Director of Finance for additional information.

SMARTFORMS

ITT Technical Institute offers students the use of a web-based program to aid them in completing their financial aid forms such as the FAFSA and Stafford Loan forms. This convenient application enables cosigners and/or parents, who would otherwise be unavailable, to participate in required portions of the financial aid process.

SUSPENSION AND REINSTATEMENT OF ELIGIBILITY FOR FEDERAL STUDENT FINANCIAL AID AS A RESULT OF DRUG-RELATED OFFENSES

Suspension of Eligibility for Federal Student Financial Aid as a Result of Drug-Related Offenses

A student who has been convicted of any offense under any federal or state law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan or work assistance under the federal student financial aid programs during the period beginning on the date of such conviction and ending after the interval specified in the following table:

If convicted of an offense involving:**The possession of a controlled substance:**

First offense
 Second offense
 Third offense

Ineligibility period is:

1 year
 2 years
 Indefinite

The sale of a controlled substance:

First offense
 Second offense

Ineligibility period is:

2 years
 Indefinite

Reinstatement of Eligibility for Federal Student Financial Aid as a result of Drug-Related Offenses

In the event you are notified that your eligibility for federal student financial aid has been suspended as a result of a conviction of an offense under a federal or state law involving the possession or sale of a controlled substance, you may regain your eligibility before the end of the ineligibility period if:

- (a) you satisfactorily complete a drug rehabilitation program that:
 - (i) complies with such criteria prescribed in the U.S. Department of Education's regulations; and
 - (ii) includes two unannounced drug tests;
- (b) you successfully pass two unannounced drug tests conducted by a drug rehabilitation program that complies with such criteria prescribed in the U.S. Department of Education's regulations; or
- (c) the conviction is reversed, set aside or otherwise rendered nugatory.

The term "controlled substance" has the meaning given the term in section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)).

TUITION PAYMENT

Acceptable means of payment are: cash, personal check made out for the exact amount, money order made out for the exact amount and credit card (if accepted).

CAREER SERVICES ASSISTANCE

Today's professional must be well prepared. In order to help students be knowledgeable and marketable as they enter the workforce, ITT Technical Institute provides Career Services designed to help students pursue their career goals.

PROFESSIONAL DEVELOPMENT

Through a series of workshops, seminars, panels and other events Career Services provides information on career development components, such as resume writing, interviewing, professional dress, networking, occupational and industry knowledge, evaluating job offers and salary negotiations. Additionally, Career Services and faculty provide instruction on career search development through the Professional Procedures and Portfolio Development course material.

INDIVIDUAL CAREER SEARCH ADVISING

Students and graduates are encouraged to regularly meet with Career Services staff to receive personalized coaching and advice regarding their career search, and interview preparation.

PRE-GRADUATE EMPLOYMENT ASSISTANCE

The Career Services staff assists students in identifying employment opportunities involving their fields of study while they pursue their programs.

EMPLOYER INTERVIEWS AND HIRING EVENTS

Employer interviews and hiring events may be held at the campus or at other locations to offer students and graduates opportunities to meet with potential employers.

CONNECTING WITH EMPLOYERS

Students may connect with employers during their education through avenues such as:

- Panels, workshops and other professional development events conducted by employers;
- Classroom speakers;
- On/off campus interview sessions;
- Field trips;
- Informational Interviews; and
- Company Information Sessions.

CONTINUING EDUCATION

ITT Technical Institute is a strong proponent of continuing education for graduates. Career Services staff will assist graduating students in exploring continuing education opportunities at ITT Technical Institute.

Note: The school's career services as specified above, are available to students and interested graduates, but the school does not make any promise or representation whatsoever to any student or graduate: (1) that the student or graduate will obtain any employment, whether full-time, part-time, upon graduation, during school, related to his or her education or otherwise; or (2) regarding any career opportunity, position, salary level and/or job title in any employment that the student or graduate may obtain, whether during school or upon graduation. No employment information or career service provided by the school to any student or graduate will be considered by the student or graduate, either expressly or impliedly, as any: (a) guarantee or promise of employment; (b) likelihood of employment; (c) indication of the level of employment or compensation any student or graduate may expect; or (d) indication of the types or job titles of positions for which students or graduates may qualify. Students and graduates are encouraged to not place restrictions on their job search endeavors regarding location, starting salary or specific benefits, as doing so may similarly restrict employment options and opportunities. Any employment that a student or graduate may obtain with the help

of the school's career services will, in all probability and likelihood, be at an entry-level position.

TYPES OF EMPLOYMENT OBTAINED BY GRADUATES

ITT Technical Institute, through its Career Services Department, maintains and can provide information to students and prospective students concerning the types of employment obtained by graduates of its degree programs. Depending on the program of study, ITT Technical Institute graduates have obtained employment in the types of careers listed below. Further, where there have not been graduates of a program of study, future graduates could potentially obtain this type of employment, although we do not represent or guarantee that a graduate will obtain employment or employment in any particular type of position of any program. Note: All programs listed below may not be available at all ITT Technical Institutes.

School of Business

Accounting (Associate's Degree): Accounting Associate; Accounting Clerk; Accounts Payable Clerk; Accounts Receivable Clerk; Bookkeeper; Finance Assistant; and Payroll Clerk.

Accounting (Bachelor's Degree): Accountant; Associate Auditor; Bookkeeper Specialist; Financial Analyst; Junior Staff Accountant; and Staff Accountant.

Business Administration (Associate's Degree): Account Auditor; Account Manager; Administrative Assistant; Customer Service Support; Office Administrator; Purchasing Assistant; and Records Coordinator.

Business Administration (Bachelor's Degree): Account Manager; Business Development Manager; Contract Analyst; Customer Service Representative; Financial Analyst; Inventory Control Manager; Line Leader; and Market Research Analyst.

Business Administration (Master's Degree): Account Manager; Business Analyst; Management Trainee; Manager; Manufacturer's Representative; Supervisor; and Team Leader.

Business Accounting Technology (Associate's Degree): Accounting Technician; Accounts Payable Clerk; Accounts Receivable Clerk; Bookkeeper; Customer Support Technician; Help Desk Support; Payroll Administrator; and Records Coordinator.

Business Accounting Technology (Bachelor's Degree): Accountant; Accounting Clerk; Accounting Technician; Auditor; Bookkeeper; Claims Examiner; Payroll Administrator; and Tax Preparer.

Business Management (Associate's Degree): Assistant Branch Manager; Assistant Manager; Assistant Store Manager; Assistant Supervisor; Marketing Associate; and Sales Representative.

Business Management (Bachelor's Degree): Account Manager; Business Analyst; Management Trainee; Manufacturer's Representative; Sales Representative; and Team Leader.

Project Management and Administration (Bachelor's Degree): Business Analyst; Project Coordinator; Project Manager; and Project Specialist.

School of Criminal Justice

Criminal Justice (Associate's Degree): Communications; Correctional Programs; Criminal Investigations; Criminology; and Security and Policing.

Criminal Justice (Bachelor's Degree): Corrections Officer; Customs Inspector; Police Officer; Private Investigator; Probation Officer; and Security Officer.

Criminal Justice-Cyber Security (Bachelor's Degree): Business; Financial Services; Government; Insurance; Security; and Systems Security.

Criminology and Forensic Technology (Associate's Degree): Corrections Officer; Crime Scene Investigator; Crime Scene Technician; Detention Officer; Loss Prevention Specialist; and Private Investigator.

Paralegal (Associate's Degree): Legal Assistant; and Paralegal.

Paralegal Studies (Associate's Degree): Contracts Administrator; Legal Assistant; Paralegal; and Real Estate Paralegal.

School of Drafting and Design

Computer Drafting and Design (Associate's Degree): Building Information Modeler; Civil Drafter; Construction Drafter; Illustrator; Landscape Drafter; Mechanical Drafter; and Structural Detailer.

Construction Management (Bachelor's Degree): Assistant Scheduler; Construction Business Manager; Construction Cost Estimator; Construction Modeler; Construction Specialist; and Field Engineer.

Construction Technology (Associate's Degree): Compliance Assistant; Construction Site Representative; Estimator; Safety Coordinator; and Scheduling Assistant.

Digital Entertainment and Game Design (Bachelor's Degree): 3-D Animator; 3-D Artist; Flash Developer; Graphic Designer; and Simulation Developer.

Drafting and Design Technology (Associate's Degree): CAD Designer; CAD Operator; Civil Drafter; Computer-Aided Design Technician; Design Drafter; Drafter; Draftsman; and Mechanical Drafter.

Graphic Communications and Design (Associate's Degree): Digital Media Designer; Graphic Designer; Multimedia Animator; Multimedia Designer; and Web Designer.

Industrial Engineering Technology (Associate's Degree): Engineering Technician; Industrial Engineering Technician; Industrial Technician; Manufacturing Technician; Quality Technician; and Test Technician.

Visual Communications (Associate's Degree): Computer Graphics Technician; Interactive Media Designer; Multimedia Technician; and Production Artist.

Web Design (Associate's Degree): Web Applications Developer; Web Designer; Web Developer; Web Programmer; and Webmaster.

Web Design Technology (Associate's Degree): Web Applications Developer; Web Designer; Web Developer; Web Programmer; and Webmaster.

School of Electronics Technology

Computer and Electronics Engineering Technology (Associate's Degree): Assembler; Computer Hardware Technician; Digital Electronic Technician; Development Engineering Technician; Electronics Support Technician; Field Service Representative; Mechanical Calibration Technician; Network Maintenance Technician; Production Technician; Quality Assurance Technician; RF Technician; and Test Technician.

Computer Electronics Technology (Associate's Degree): Assembler; Computer Hardware Technician; Digital Electronic Technician; Development Engineering Technician; Electronics Support Technician; Field Service Representative; Mechanical Calibration Technician; Network Maintenance Technician; Production Technician; Quality Assurance Technician; RF Technician; and Test Technician.

Electrical Engineering Technology (Associate's Degree): Associate Engineer; Biomedical Equipment Technician; Electrical and Instrument Technician; Electrical Engineering Technician; Electronics Technician; Engineering Technician; Service Technician, and Telecommunications Technician.

Electronics and Communications Engineering Technology (Bachelor's Degree): Communication Systems Installer; Computer Systems Technologist; Electronics Engineering Technologist; Engineering Sales/Service Representative; Engineering Technician; Field Service Representative; Industrial Systems Technologist; Research Technician; Technical Consultant; and Telecommunications Technician.

Electrical Engineering and Communications Technology (Bachelor's Degree): Applications Engineer; Associate Engineer; Biomedical Equipment Technician; Bench Technician; Communications Technician; Electronics Technician; Engineering Technician; and Field Service Engineer.

School of Health Sciences

Health Information Technology (Associate's Degree): Health Data Analyst; Health Information Technician; Health Record Analyst; Medical Records Technician; Patient Information Coordinator; Registry Specialist; Release of Information Specialist; and Reimbursement Specialist.

Medical Assisting and Administration (Associate's Degree): Clinical Medical Assistant; Medical Administrative Assistant; Medical Assistant; Medical Office Assistant; and Medical Office Insurance Specialist.

Nursing (Associate's Degree): Extended Care Nurse; Geriatric Care Nurse; Home Health Nurse; Labor and Delivery Nurse; Psychiatric Nurse; Rehabilitation Nurse; and Staff Nurse (Hospital, Clinic or Physician's Office.)

Nursing (Bachelor's Degree): Adult Intensive Care Nurse; Extended Care Nurse; Health Educator; Home Health Nurse; Labor and Delivery Nurse; Psychiatric Nurse; and Staff Nurse.

School of Information Technology

Computer Forensics (Associate's Degree): Computer Forensics Specialists; Cyber-Squad Professionals and Technicians; Forensic Laboratory Technicians; Security Administrators; and Security Telecommunications Technicians.

Information Systems Administration (Associate's Degree): Computer Security Specialist; Computer Support Specialist; Network Administrator; Operations Manager; and Technical Support Specialist.

Information Systems and Cybersecurity (Bachelor's Degree): IT Specialist; Network Administrator; Network Engineer; Network Security Analyst; Network Support Analyst; Security Analyst; Systems Administrator; Systems Engineer; Systems Support Technician; Technical Support Analyst; and Technician.

Information Systems Security (Bachelor's Degree): IT Specialist; Network Administrator; Network Engineer; Network Security Analyst; Network Support Analyst; Security Analyst; Systems Administrator; Systems Engineer; Systems Support Technician; Technical Support Analyst; and Technician.

Information Technology-Computer Network Systems (Associate's Degree): Computer Network Technician; Desktop Support Technician; Help Desk Analyst; IT Assistant; Network User-Support Specialist; PC Technician; System Administrator; Web Server Administrator; and Windows Administrator.

Information Technology-Software Applications and Programming (Associate's Degree): C++ Programmer; Data Analyst; Database Administrator; Junior Web Designer; Lead Web Developer; Programmer Librarian; Software Quality Analyst; and Systems Support Specialist.

Information Technology-Web Development (Associate's Degree): Database Technician; HTML Programmer; Web Application Developer; Web Programmer; and Website Designer.

Mobile Communications and Technology (Associate's Degree): Applications Development Technician, Applications Support Specialist; Data Center Technician; Development Engineering Technician; Exchange System Administrator; Field Technician/Field Service Specialist; Help Desk Analyst; Mobile Devices Support Consultant; Mobile Client Support Specialist; Mobile Server Support Specialist; QA Technician; and Wireless Technician.

Network Systems Administration (Associate's Degree): Information Technology Specialist; Local Area Network Administrator; Network Administrator; Network Analyst; Network Specialist; Network Technician; Systems Administrator; Systems Specialist; Systems Technician; and Telecommunications Technician.

Project Management (Bachelor's Degree): Project Coordinator; Project Manager; Project Resource Coordinator; Project Scheduler; and Project Team Member.

Software Applications Development (Bachelor's Degree): IT Programmer; Software Administrator; Software Applications Developer; Software Applications Engineer; Software Development Engineer; Software Developer; and Software Engineer.

Software Development (Associate's Degree): Database Programmer; Developer; Software Tester; Support Specialist; Systems Analyst; and Web Developer.

Software Development (Bachelor's Degree): Application Developer; Programmer; Software Engineer; Systems Administrator; Systems Analyst; and Web Developer.

Software Development Technology (Associate's Degree): Application Development; Associate Software Engineer; Database Programmer; Developer; Help Desk Support; and IT Assistant.

For additional information, see the Director of Career Services.

NOTE:

School of Study and Program: Not every campus has every school of study or offers all of the programs within a particular school of study. Please refer to the particular ITT Technical Institute campus' School Catalog for details on the schools of study at that campus.

Bachelor's Degree Programs: Bachelor's degree programs are not offered at every ITT Technical Institute campus, and not every ITT Technical Institute campus that offers Bachelor's degree programs offers every Bachelor's degree program. See the specific ITT Technical Institute campus' School Catalog for a complete list of programs offered at that campus.

TYPES OF GRADUATE AND PROFESSIONAL EDUCATION PURSUED BY GRADUATES OF BACHELOR'S DEGREE PROGRAMS.

The Career Services Department makes available to students and prospective students upon request information concerning the types of graduate and professional education pursued by graduates of bachelor's degree programs.

EXTRA-CURRICULAR ACTIVITIES**ACADEMIC CLUBS**

Please see a School or Program Chair for a current list of student professional organizations sponsored by the school.

SPORTS AND SOCIAL EVENTS

These activities are generally student lead and, where applicable, organized by the Student Council, which plans events that would interest the maximum number of students. Students are encouraged to work with the Student Council if they have a hobby, special interest or sport that they would like incorporated into the extra-curricular activity program. If your school does not have a Student Council, contact the School Dean.

Appendices

Program of Study Information

Completion and Retention Rate Disclosure

Student Body Diversity

Student Complaint/Grievance Procedure

Nursing Program (where applicable) *

Health Information Technology Program (where applicable) *

Wisconsin Department of Health and Family Services Disclosures (Wisconsin Only)

* Not every campus has every school of study or offers all of the programs within a particular school of study. Please refer to the particular ITT Technical Institute campus' school catalog for details on the schools of study at that campus.

APPENDIX

PROGRAM OF STUDY INFORMATION

ITT Technical Institute

Go to <http://programinfo.itt-tech.edu/> to access information on the programs of study offered at the ITT Technical Institutes, including, among other things: the occupations that each Program can help students prepare to enter; the on-time graduation rate for each Program; the costs associated with each Program; the placement rate for students who completed each Program; and the median loan debt incurred by students who completed each Program.

APPENDIX

COMPLETION AND RETENTION RATE DISCLOSURE

ITT TECHNICAL INSTITUTE

Main Campus: 9511 Angola Court, Indianapolis, IN 46268

Additional Location(s): Refer to the list of additional locations at the end of this document.

Completion Rate:

The entire institution (i.e., a combination of the ITT Technical Institute main campus and all of its additional locations as specified above) has a completion rate of 38.07 %, as determined in accordance with 34 CFR Section 668.45 (the “Completion Rate”).

The diversity of the student body of the institution represented in the Completion Rate is as follows:

- (a) Gender:
 - (i) 72.34 % Male
 - (ii) 23.69 % Female
- (b) Racial and Ethnic Subgroup:
 - (i) N/A % Nonresident Alien
 - (ii) 25.05 % Race and Ethnicity Unknown
 - (iii) 14.34 % Hispanics of Any Race
 - (iv) 0.64 % American Indian or Alaska Native (non-Hispanic)
 - (v) 2.08 % Asian (non-Hispanic)
 - (vi) 19.79 % Black or African American (non-Hispanic)
 - (vii) 0.00 % Native Hawaiian or Other Pacific Islander (non-Hispanic)
 - (viii) 38.09 % White (non-Hispanic)
 - (ix) 0.00 % Two or More Races (non-Hispanic)
- (c) 72.97 % received a Federal Pell Grant (“FPG”) for the Fall quarter of 2008
- (d) 22.85 % received a loan under the Federal Family Education Loan (the “FFEL”) Program or the Federal Direct Loan (the “FDL”) Program, other than an Unsubsidized Stafford Loan under either program, and did not receive a FPG for the Fall quarter of 2008
- (e) 4.18 % received neither a FPG nor a loan under either the FFEL Program or FDL Program for the Fall quarter of 2008, other than an Unsubsidized Stafford Loan under either program

The completion rate represents the percentage of the total number of Full-Time Students (as defined below) who (a) started any program of study in the Fall quarter of 2008 at the main campus or any additional location of the institution, (b) were still attending a program of study at the main campus or any additional location of the institution on October 15, 2008 and (c) completed a program by the end of the 12-month period ending August 31 during which 150% of the normal time for completion of their program has lapsed (the “150% Completion Period”).

Retention Rate:

The entire institution has a retention rate of 43.31% for Full-Time Students and 23.31% for Part-Time Students (as defined below) as determined in accordance with the following formula (the “Retention Rate”).

The retention rate represents a measure of the rate at which Full-Time Students or Part-Time Students persist in their programs of study at the institution expressed as a percentage of the total number of Full-Time Students or Part-Time Students who (a) started any bachelor degree program of study in the Fall quarter of 2013 at the main campus or any additional location of the institution and (b) were still attending a program of study at the main campus or any additional location of the institution on both October 15, 2013 and October 15, 2014 (the “Retention Period”).

Definitions:

“Students” are defined as only those students who satisfy all of the following criteria:

- (a) certificate, diploma or degree seeking;
- (b) undergraduate;
- (c) first-time (i.e., entering students who have never previously attended any institution of higher education); and
- (d) do not during the 150% Completion Period for purposes of the Completion Rate or during the Retention Period for purposes of the Retention Rate:
 - (i) leave school to serve in the Armed Forces;
 - (ii) leave school to serve on an official church mission;
 - (iii) leave school to serve with a foreign aid service of the U.S. Government;
 - (iv) die; or
 - (v) become totally and permanently disabled.

“Full-Time Students” are defined as Students who carry a full-time academic workload during an academic quarter, as determined by the institution under a standard applicable to all Students and which is at least 12 quarter credit hours.

“Part-Time Students” are defined as Students who carry a part-time academic workload during an academic quarter, as determined by the institution under a standard applicable to all Students and which is less than 12 quarter credit hours.

LIST OF BRANCH CAMPUSES

- (1) 6270 Park South Drive, Bessemer, AL 35022
- (2) 9238 Madison Boulevard, Suite 500, Madison, AL 35758
- (3) 3100 Cottage Hill Road, Building 3, Mobile, AL 36606
- (4) 12200 Westhaven Drive, Little Rock, AR 72211
- (5) 10220 North 25th Avenue, Suite 100, Phoenix, AZ 85021
- (6) 1840 North 95th Avenue, Suite 132, Phoenix, AZ 85037
- (7) 5005 S. Wendler Drive, Tempe, AZ 85282
- (8) 1455 West River Road, Tucson, AZ 85704
- (9) 362 N. Clovis Avenue, Clovis, CA 93612
- (10) 1140 Galaxy Way, Suite 400, Concord, CA 94520
- (11) 4160 Temescal Canyon Road, Suite 100, Corona, CA 92883
- (12) 16916 S. Harlan Road, Lathrop, CA 95330
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- (14) 7901 Oakport Street, Suite 3000, Oakland, CA 94621
- (15) 4000 West Metropolitan Drive, Suite 100, Orange, CA 92868
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- (17) 10863 Gold Center Drive, Rancho Cordova, CA 95670
- (18) 670 East Carnegie Drive, San Bernardino, CA 92408
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- (31) 1400 South International Parkway, Suite 100, Lake Mary, FL 32746
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- (33) 2639 North Monroe Street, Building A, Suite 100, Tallahassee, FL 32303
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- (79) 4025 Stirrup Creek Drive, Suite 200A, Durham, NC 27703
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- (81) 1120 North 103rd Plaza, Suite 200, Omaha, NE 68114
- (82) 9000 Lincoln Drive East, Suite 100, Marlton, NJ 08053
- (83) 5100 Masthead Street, N.E., Albuquerque, NM 87109
- (84) 2300 Corporate Circle, Suite 150, Henderson, NV 89074
- (85) 3825 W. Cheyenne Avenue, Suite 600, North Las Vegas, NV 89032
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- (87) 2295 Millersport Highway, P.O. Box 327, Getzville, NY 14068
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- (138) 5183 U.S. Route 60, Building 1, Suite 40, Huntington, WV 25705

APPENDIX
STUDENT BODY DIVERSITY
ITT TECHNICAL INSTITUTE

Main Campus: 9511 Angola Court, Indianapolis, IN 46268

Additional Locations: Refer to the list of additional locations at the end of this document.

The student body diversity at the entire institution (i.e., a combination of the ITT Technical Institute main campus and all of its additional locations as specified above) for Students (as defined below) who (a) started any program of study in the Fall quarter of 2014 at the main campus or any additional location of the institution and (b) were still attending a program of study at the main campus or any additional location of the institution on October 15, 2014 was as follows:

71.09% Male

28.91% Female

77.68% Received a Pell Grant

93.32% Were Self-Identified Members of a Major Racial or Ethnic Group

“Students” are defined as only those students who satisfy all of the following criteria:

- (a) full-time (i.e., students who carry a full-time academic workload as determined by the institution under a standard applicable to all students and which is at least 12 quarter credit hours);
- (b) certificate, diploma or degree seeking;
- (c) undergraduate; and
- (d) first-time (i.e., entering students who have never previously attended any institution of higher education).

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- (138) 5183 U.S. Route 60, Building 1, Suite 40, Huntington, WV 25705

Appendix

Student Complaint/Grievance Procedure

ITT TECHNICAL INSTITUTE

Student Complaint/Grievance Procedure

STATEMENT OF INTENT:

To afford full consideration to student complaints concerning any aspect of the programs, facilities or other services offered by or associated with ITT Technical Institute. This complaint procedure is intended to provide a formal framework within which such complaints may be resolved. This procedure is not, however, a substitute for other available informal means of resolving complaints or other problems.

Students are encouraged to communicate their concerns fully and frankly to members of the school faculty and administration. Reasonable measures will be undertaken to preserve the confidentiality of information that is reported during the investigation and to protect persons who report information from retaliation.

PROCEDURE: All student complaints will be handled in the following manner:

STEP ONE - Contact School Director

1. A student must present to the school Director any complaint relating to any: (a) aspect of the programs, facilities or other services provided by the school; (b) action or alleged misrepresentation by an employee or representative of the school; (c) discrimination or harassment based on race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status by any student, applicant, faculty member or other school employee, or visitor or invitee of the school; and (d) school activity. The complaint may be oral or written. The school Director will promptly acknowledge receipt of the complaint.
2. The school Director will meet with the student to discuss and respond to the complaint. The school Director's response may be oral or written and will address the specific complaint and indicate what, if any, corrective action has been proposed or accomplished.
3. Within three (3) school days of any such discussion, the school Director will prepare a written summary of the discussion, including any agreed upon or proposed solution of the student's complaint. The school Director will take the necessary steps to ensure that any agreed upon solution or other appropriate action is taken.

STEP TWO - Appeal to ITT Educational Services, Inc. ("ITT/ESI")

1. If a complaint is not resolved to the student's satisfaction, the student will, as soon as possible after the student's discussion with the school Director, submit the complaint on a Student Complaint Summary form to the Student Relations Specialist, ITT/ESI, 13000 North Meridian Street, Carmel, Indiana 46032-1404, telephone (800) 388-3368.
2. Within ten (10) days after receipt of the student's written letter of complaint, the Student Relations Specialist, ITT/ESI, or designee will reply to the student in writing, specifying what action, if any, ITT/ESI will undertake.

STEP THREE - Contact the State

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education and/or the State of California Office of the Attorney General. The Bureau address is 2535 Capitol Oaks Drive, Suite 400, Sacramento, California 95833, telephone (888) 370-7589, Web site address, www.bppe.ca.gov. The student must contact the Bureau for further details. The State of California Office of the Attorney General is located at 1300 "I" Street, Sacramento, CA 95814-2919, telephone (916) 445-9555, Web site address www.oag.ca.gov.

STEP FOUR - Contact the Accrediting Council

If the complaint has not been resolved by ITT/ESI to the satisfaction of the student, the complaint may also be referred to the Accrediting Council for Independent Colleges and Schools, 750 First Street, NE, Suite 980, Washington, DC 20002-4241, telephone (202) 336-6780.

I have been given a copy of the ITT/ESI Student Complaint/Grievance Procedure. I have read and understand my rights and responsibilities under it. I understand that if I have a complaint, I should use the procedure outlined above.

Signature

Date

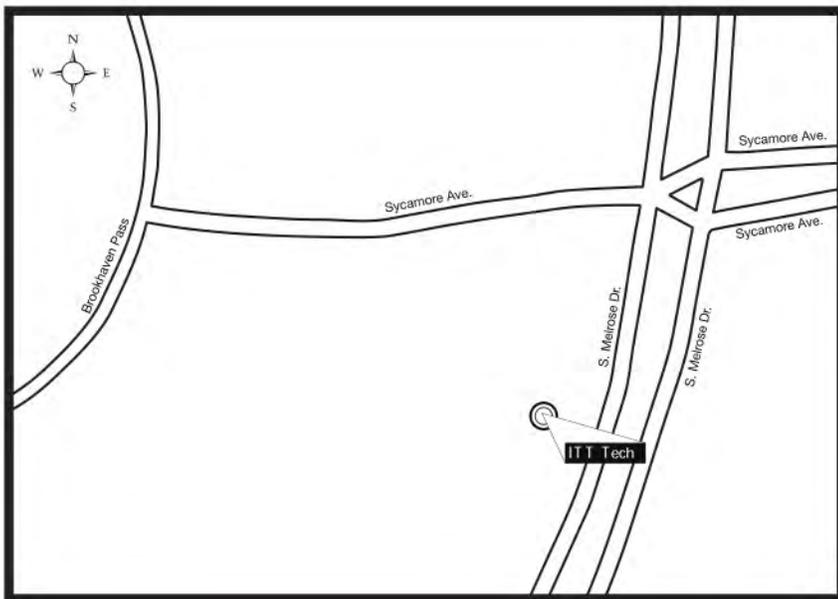
Print Name

Class Number

COMP 11 REV. 11/12 CALIFORNIA

"ITT" is a registered mark of and is used under license granted by ITT Manufacturing Enterprises, Inc.

Notes



ITT Technical Institute
440 South Melrose Drive
Suite 100
Vista, California 92081
760-630-1418

For more information, visit us at our
Web site www.itt-tech.edu.

THE MISSION OF THE ITT TECHNICAL INSTITUTE

THE ITT TECHNICAL INSTITUTE IS AN INSTITUTION OF HIGHER LEARNING THAT IS COMMITTED TO OFFERING QUALITY UNDERGRADUATE AND CONTINUING EDUCATION LOCALLY, NATIONALLY AND WORLDWIDE TO STUDENTS OF DIVERSE BACKGROUNDS, INTERESTS AND ABILITIES. THE INSTITUTION OFFERS CAREER-RELATED EDUCATIONAL PROGRAMS THAT INTEGRATE LIFELONG LEARNING WITH KNOWLEDGE AND SKILLS TO HELP STUDENTS:

- PURSUE THEIR PERSONAL INTERESTS AND OBJECTIVES;
- DEVELOP INTELLECTUAL, ANALYTICAL AND CRITICAL THINKING ABILITIES; AND
- PROVIDE SERVICE TO THEIR COMMUNITIES.

THE PROGRAMS EMPLOY TRADITIONAL, APPLIED AND ADULT-LEARNING PEDAGOGIES AND ARE DELIVERED THROUGH TRADITIONAL, ACCELERATED AND DISTANCE METHODOLOGIES IN A LEARNER-CENTERED ENVIRONMENT OF MUTUAL RESPECT.

ITT TECHNICAL INSTITUTE BASES ITS OPERATING PHILOSOPHY ON THE FOLLOWING:

- PROGRAMS OF STUDY WILL FOSTER CRITICAL THINKING, COMMUNICATION AND TEAMWORK SKILLS WHILE REINFORCING BOTH THE THEORETICAL AND APPLIED PRINCIPLES OF TECHNOLOGY.
- STUDENT SUPPORT SERVICES WILL FACILITATE THE MATRICULATION PROCESS AND HELP STUDENTS BEGIN TO PREPARE FOR CAREER OPPORTUNITIES. SUCH SERVICES WILL INCLUDE ASSISTANCE WITH HOUSING AND APPLYING FOR FINANCIAL AID; ADVISING; TUTORING; ASSISTING GRADUATES WITH FINDING EMPLOYMENT; AND OTHER SPECIAL SUPPORT PROGRAMS AS NEEDS ARE IDENTIFIED.
- CULTURAL AND ETHNIC DIVERSITY IN ITS FACULTY, STAFF AND STUDENT BODY WILL BE ENCOURAGED.
- COURSE CONTENT WILL BE REVIEWED REGULARLY TO ENSURE CONTINUED RELEVANCE WITH TECHNOLOGY IN THE WORKPLACE.
- EACH PROGRAM OF STUDY WILL INTEGRATE TECHNOLOGY, LIFELONG LEARNING AND PROFESSIONAL DEVELOPMENT ACTIVITIES. CURRICULAR INTEGRATION WILL ASSIST STUDENTS IN CONNECTING THE ENTIRE LEARNING PROCESS TO THEIR LIFETIME CAREER GOALS.
- EACH PROGRAM OF STUDY WILL OFFER A LEARNING ENVIRONMENT THAT FOSTERS COMMUNICATION AND CRITICAL THINKING SKILLS ESSENTIAL FOR SUCCESS IN AN INCREASINGLY COMPLEX WORLD.
- PUBLIC SERVICE PROGRAMS, CIVIC ENGAGEMENT AND CHARITABLE ACTIVITIES WILL BE PROMOTED AS PART OF THE EDUCATION PROCESS TO REINFORCE SOCIETY'S NEED TO DEVELOP AN INFORMED, SENSITIVE AND RESPONSIVE CITIZENRY.

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

ADDITIONAL LOCATION APPLICATION PART II

REVISED NOV, 2011

PAGE 1 OF 3

GENERAL INSTRUCTIONS: Each field below must be completed.

REQUIRED DOCUMENTS: The Additional Location Application – Part II requires the following documents. A comprehensive list of documents required to complete the application process can be found at www.acics.org / Accreditation tab / Applications and Forms / [application name] but is also identified below. Documents which require an ACICS template are hyperlinked on the Web site and are highlighted below. All other documents must be created by the institution and uploaded at the time of submission. When a single portal is provided for uploading multiple documents (e.g., syllabi), schools must combine the documents into one document prior to submission.

ACICS accepts documents in Microsoft Word (.doc or .docx), Microsoft Excel (.xls or .xlsx), and Adobe (.pdf) formats.

- A.....Additional Location Application Form – Part II
- B.....Additional Location Narrative – Part II (separate document)
- C.....Current Campus Effective Plan (CEP)
- D.....Academic Credit Analysis indicating the curriculum for each program offered
- E.....Inventory of equipment
- F.....Organizational chart with names titles, and reporting relationships
- G.....A copy of the certificate of attendance at an ACICS Accreditation Workshop for the chief on-site administrator of the additional

The application, including exhibits and attachments, must be uploaded through the ACICS Web site. The application must be typewritten.

Additional Location Campus Information

ID: 00022731 Campus Name: ITT Technical Institute Institution's email: Regulatory168@itt-tech.edu

Street Address: 440 South Melrose City, State, ZIP: Vista, CA 92081

Telephone Number: (760) 630-1418 Fax Number: (760) 630-1652

Chief Administrator: Thomas Corbett Title: Director/Director of Recruitment

Main Campus Information

ID: 00016040 Campus Name: ITT Technical Institute Institution's email: Regulatory011@itt-tech.edu

Street Address: 9511 Angola Court City, State, ZIP: Indianapolis, IN 46268

Telephone Number: (317) 875-8640 Fax Number: (317) 875-8641

Chief Administrator: Jeffrey Georgeson Title: Director

Application Preparer Information

Application preparer: Sheri Campfield Phone: 719-203-5438 Email: scampfield@itt-tech.edu



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

**ADDITIONAL LOCATION APPLICATION
PART II**

REVISED NOV. 2011

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Corporate Information**Name of Corporation:** ITT Educational Services**Type of Corporation:**Privately Held Non-For-Profit Limited Partnership with Corporate General Parent Publicly Traded Limited Liability Company **Credentials offered** (check all that apply):Certificate Occupational Associate's Degree Bachelor's Degree Doctorate Degree Diploma Academic Associate's Degree Master's Degree Distance Education (check of offered) **STUDENTS**

1. Current number of regularly enrolled students:

Full-Time	70	Part-Time	44
Day	0	Evening	114
TOTAL		114	

2. Number of graduates that have completed organized courses since the institution began enrolling students:

Certificate		Diploma	
Occupational Associate's Degree		Academic Associate's Degree	6
Bachelor's Degree	4	Master's Degree	
Doctorate Degree			

3. Students are currently enrolled as:

Public, tuition-paying students	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Private (e.g., contractual training for private corporation)	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>
Government-sponsored (e.g., Job Training Partnership Act)	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>

Describe the source(s) of funding for the private or government-sponsored students:

PERSONNEL List each person in only one category.



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

**ADDITIONAL LOCATION APPLICATION
PART II**

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1.	Number of Administrative Staff	Full-Time	8	Part-Time	0
2.	Number of Faculty Members	Full-Time	0	Part-Time	21
3.	Of the Faculty Members:				
	Number that hold a bachelor's degree	Full-Time	0	Part-Time	9
	Number that hold a master's degree	Full-Time	0	Part-Time	12
	Number that hold a doctorate degree	Full-Time	0	Part-Time	0



ADDITIONAL LOCATION Application – PART II

Narrative Questions

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: **ITT Technical Institute**
 Address: **440 South Melrose Drive Suite 100 Vista, CA 92081**
 ACICS ID Code: **00022731**
 Campus Classification: Main Additional Location

If an additional location, please provide the following information:

Main Campus Name: **ITT Technical Institute**
 Main Campus Address: **9511 Angola Court, Indianapolis, IN 46268**
 Main Campus ID Code: **00016040**

History of accreditation with ACICS and with other agencies:

ITT Technical Institutes have been continuously accredited by ACICS since 1999. Programmatic accreditation is not applicable for the current program offerings.

Brief history of the institution:

ITT Technical Institute, Vista, was initially a learning site of National City before it was reclassified as an additional location in July 2014. The school now offers associate of science degree programs of study in Accounting, Business Management, Criminology and Forensic Technology, Drafting and Design Technology, Electrical Engineering Technology, Industrial Engineering Technology, Network Systems Administration and Software Development and bachelor of science degree programs of study in Electrical Engineering and Communications Technology, Information Systems and Cybersecurity, Project Management and Administration and Software Development.

List of recent (past three years) complaints or adverse actions and current status:

A list of student complaints over the past three years is provided in **Appendix A-Student Complaints**. There have been no formal “adverse actions” filed for this campus.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

Institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website (www.itt-tech.edu/articulation/) which include the following:

- American Business & Technology University
- American InterContinental University
- Argosy University
- Colorado Technical University
- DeVry University
- Harrison College



- Kaplan University
- Medaille College
- Southwestern College Professional Studies
- University of Phoenix
- Webster University

List of international activities:

Not Applicable

Description and scope of distance education activities: Hybrid Fully Online

< 50% of program courses are offered in a distance education format.

Participation in Federal Financial Aid Programs: Yes No

INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: Director of Career Service hire 11/03/2014: David McCulloh

Change of Ownership: Not Applicable

Program offerings: There have been no changes in approved program offerings since the time of the Branch Verification visit in October 2014.

Curriculum: There have been no “major” curriculum changes implemented.

Institutional delivery: There have been no changes in institutional or instructional delivery.



1. MISSION, OBJECTIVES AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly and simply stated in terms readily understandable by a prospective student, parents, the public and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

MISSION AND OBJECTIVES

1.1 How was the mission developed?

ITT Technical Institute is one of a nationwide system of technical institutes operated by ITT Educational Services, Inc. ("ITT/ESI") located in Carmel, Indiana. Each individual institution supports a common mission.

The mission statement of ITT Technical Institute provides the guidance and vision for the institution and its operations. The staff and faculty of the institute are committed to this mission.

1.2 State the institution's mission and supporting objectives.

Mission

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers career-related educational programs that integrate life-long learning with knowledge and skills to help students:

- pursue their personal interests and objectives;
- develop intellectual, analytical and critical thinking abilities; and
- provide service to their communities

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

Operating Philosophy

- Programs of study foster critical-thinking, communication and teamwork skills while reinforcing the theoretical, and in most programs, applied principles of technology.
- Student support services facilitate the matriculation process and help students begin to prepare for career opportunities. Such services include assistance with housing and in applying for financial aid; advising; tutoring; assisting graduates with finding employment; and other special support programs as needs are identified.
- Cultural and ethnic diversity in its faculty, staff and student body are encouraged.
- Course content is reviewed regularly to respond to changes in technology and industry needs.
- Each program of study integrates technology, lifelong learning and professional development activities.
- Each program of study offers a learning environment that fosters communication and critical-thinking skills.



- Public service programs, civic engagement and charitable activities are promoted as part of the education process to reinforce society's need to develop an informed, sensitive and responsive citizenry.

Institutional Objectives

ITT Technical Institute is continuously monitoring itself and searching for ways to improve its effectiveness. The institute has identified several key objectives that are foundational to pursuing continuous improvement and development and meeting the needs of students, employees and employers:

- Ensure that the school is responsive to the needs of the individual student and has the services available to maximize student success.
- Provide the resources and tools to assist students in acquiring technical, critical thinking and interpersonal skills to help them achieve success in the workplace.
- Ensure that quality, compliance and customer satisfaction are always at the forefront of all that we do.
- Focus on the development of faculty teaching skills by ensuring that individualized development plans are established and implemented.
- Ensure that the institute and its employees stay current with changes in business and industry as it relates to workplace skill needs.
- Assist students and graduates in securing exceptional employment opportunities related to their field of study.
- Provide ongoing career and education assistance to students and graduates.
- Ensure student enrollment is maintained at a level that allows for continued financial stability and institutional growth.

1.2.1 Cite where it is found in the catalog.

The mission statement can be found on the inside front cover of the campus catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The mission statement and supporting objectives establish a commitment for ITT Technical Institute to offer career-related, quality postsecondary educational programs of study to a diverse body of students, providing the necessary skills to pursue career goals.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery and facilities of the campus?

The mission statement provides ITT Technical Institute with a description of the desired institutional environment plus a compelling call for action for all employees. Equally compelling is the call to strive continually to establish an environment for students and employees that promotes professional growth, encourages each person to achieve his/her highest potential and fosters ethical responsibility and individual creativity within a framework of equal opportunity. The mission statement is a living process that continues to drive student, employee and financial resources to establish ITT Technical Institute as a leader in education. ITT/ESI believes that its facilities, faculty, staff and employer-driven curricula support this objective.

1.3 Explain how the faculty, financial resources, physical plant, administration, management and educational activities contribute to the implementation of the institution's mission.

The mission statement establishes a commitment for ITT Technical Institute to offer quality education to a diverse body of students by offering career-related programs that integrate life-long learning with knowledge



and skills by employing traditional, applied and adult-learning pedagogies delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect. This statement encourages each person to achieve his or her highest potential and fosters ethical responsibility and individual creativity within a framework of equal opportunity.

Internal policies and procedures center on compliance and performance evaluation to ensure that all functional areas are held to high standards in support of the institution's mission.

1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

- Students are surveyed each quarter and graduates are surveyed six months following their date of graduation to identify how well the campus is meeting their needs and achieving its mission.
- Employers of ITT Technical Institute graduates are surveyed to ascertain quality of preparedness and performance.
- The administration regularly observes faculty members to assess their performance and to ensure that the campus' mission is fulfilled.
- The Campus Effectiveness Plan (CEP) Team holds strategic planning sessions on a quarterly basis to review the CEP and the policies and procedures that will promote the institution's mission.
- The primary focus of ensuring a positive student experience is the timely resolution of feedback we receive from our students. The Student Success Committee (SSC), comprised of the same core group as the CEP Committee, meets on a regular basis to review the student feedback, surveys and community engagement.
- Management meetings and faculty/staff meetings are held throughout the year and focus on continuous improvement throughout the campus.
- Advisory Committees are utilized to review curriculum and improve the overall quality of the campus' educational programs to help ensure they remain current and meet the needs of the current job market.

1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

Each program contains an appropriate amount of vocational or "core" courses to achieve vocational objectives. The specific number of these courses is determined by the stated objectives and the applicable state and ACICS guidelines.

Each program also contains general education courses that comprise at least 25% of the total credit hours in any given program of study. Subject matter of each program's general education courses includes, but is not limited to, the humanities, composition, mathematics and the social sciences. Programs are taught to emphasize critical thinking, communication and teamwork skills while reinforcing the theoretical and applied principles of the topic. Additionally, the instructional staff relates the subject matter to the student's program of study and/or related industry.

1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

There are no planned changes to the institution's mission or supporting objectives.

INSTITUTIONAL EFFECTIVENESS

1.7 How was the campus effectiveness plan (CEP) developed?

The following process is used to develop the CEP:



- A CEP Team is formed at each campus to lead the efforts toward improving institutional effectiveness. The CEP Team is comprised of the following: Director, Dean, functional managers and faculty representatives.
- The Team, using historical performance data and input from the staff and faculty, develops desired goals and activities (initiatives) to improve the institution's effectiveness.
- The Team monitors, through periodic review, the implementation and progress towards established goals for continuous improvement.
- Under the leadership of the campus Director, each Team member is responsible for the implementation of the CEP and solicits feedback from their respective departmental staff and faculty in order to involve all campus personnel in the implementation of the CEP. Throughout the year, the Team reviews the CEP for appropriateness and when necessary, incorporates revisions or amendments to address changes affecting the CEP.

1.7.1 Who is responsible for implementing and monitoring the plan?

Primary responsibility rests with the campus Director. However, each Team member has responsibility for the implementation of the CEP to achieve specified initiatives and goals.

1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates and explain as necessary.)

The 2015 CAR report to be submitted by November 1, 2015 will be the first CAR submission for this campus. The below reflects 2015 rates as of June 12, 2015.

Year: 2015 **Rate:** Retention: **72.19%** $((175-3-3-47)/175-3-3)$; Placement: **100%** $(9/(10-1))$

Year: 2016 **Rate:** Retention: **TBD**

Year: 2017 **Rate:** Retention: **TBD**

Explanation: The 2015 rates represent the year-to-date data as of the submission of this document.

Retention Calculation: $(\text{Total Enrollment}) - (\text{Trans to Another ITT}) - (\text{Grad \& New Start} + \text{DoubleMajor}) - (\text{Withdrawals}) / (\text{Total Enrollment}) - (\text{Trans to Another ITT}) - (\text{Grad \& New Start} + \text{DoubleMajor})$

Placement Calculation: $(\text{In Field/Related Field Placements}) / (\text{Graduates} - \text{Placement Waivers})$

1.9 How do these annual retention and placement rates compare to prior rates, if applicable and to rates at similar institutions?

TBD

1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 70% **Placement:** 70%

1.10.1 What factors were taken into consideration when developing these goals?

ACICS benchmark standard requirements given that there is limited historical data to be used as a baseline.



1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

ACICS CAR outcomes for 2014 are not applicable for this campus. The 2015 CAR submission this fall will be the first for the campus. In the 2015 CAR report period as of June 12, 2015, all four active programs are at or above ACICS benchmark standards for retention.

We have established two primary initiatives for improvement of retention:

1. **Absent student calling procedure.** This procedure requires that instructors enter their attendance by 6:30 p.m. Phone calls are made to absent students by instructors at the first break. The calls to the absent students in the hopes that they are already on their way to school or at least give us an opportunity to encourage them to attend. Additionally, the Dean follows up with a phone call if this is not the student's first absence, and the student will be given academic advising the next time they are on campus.
2. **Tutoring program.** We have three types of opportunities for our students to receive additional help. The first being the established weekly tutoring times for students to attend sessions with faculty. The second is peer tutoring managed through the various clubs (National Technical Honor Society, IT Club, and Electronics Club). A student who has more specific tutoring needs can fill out a form that is available in the LRC to submit his/her specific request. That request is then discussed with the Dean to try to accommodate the needs of the student.

Additionally, we now have two Subject Matter Experts. Mr. Pat Cubel is the designated Subject Matter Expert in the School of Electronics and Mr. Howard Smith is the Subject Matter Expert in the School of Information Technology. Both instructors have an open schedule and are available for office hours and tutoring to the student when requested. With two sound subject matter experts in place, we will continue to improve. We also identified two courses in our electronic program that, when offered in the same quarter, presents a challenge for our students. We have since scheduled these two courses in two different quarters which should continue to help improve our performance.

Attrition is the counterpart to retention; attrition is regularly monitored by the campus. Student engagement is also monitored regularly. Attrition and Student Engagement are indicators of success or failure in retaining students. Historical data shows that no program is performing significantly above or below the campus' attrition or student engagement goals and therefore, each program of study is deemed to be following the practices set forth by the institution as a whole. However, improvements can always be made and faculty will be challenged to improve on their current successes. Programs trending below stated goals are the first programs to be reviewed for opportunities for improvement. Those trending above the current goals are potential sources for identifying best practices that can help those programs that are trending low. Each program is considered important in achieving both program-level and campus-level goals related to retaining our students.

Student Course Evaluations reveal some valuable insight into factors contributing to student retention. Results indicated that the campus should focus new initiatives aimed at improving in the areas of:

Equipment (e.g., software, network performance, labs)
Learning Resource Center/Virtual Library

Goals and Initiatives to Improve Retention

Retention rates are a priority with ITT Technical Institute and are critical in fulfilling its mission. Procedures are in place to identify potentially high-risk students and with the help of internal reports and surveys to monitor



retention/attrition and student engagement, the campus will strive to achieve above-average student retention rates.

Additional goals and initiatives related to improving retention include:

- Address issues identified in survey responses.
- Increase opportunities to build a sense of community.
- Students needing additional one-on-one attention will have increased tutoring opportunities with expanded office hours and additional peer mentors.
- Provide a number of academically-focused student activities, such as a student news bulletin board, membership in clubs and associations and the career-related training exercises mingling outside professionals and students. The purpose is to foster a sense of community among the student population so that the student may find additional motivation to continue as a student during difficult times.
- The Dean, through the assistance of the Registrar, maintains a watch list of students with excessive tardiness and/or absences. The Dean and the instructors are responsible for follow-up with students who have excessive absenteeism.
- Student feedback will be continually assessed and new initiatives developed as needed.
- Instructors will be observed as outlined by ITT/ESI policy and development goals established to enhance their effectiveness in the classroom. Instructors will also be held accountable for contacting students who are absent from class.

Goals and Initiatives to Improve Placement

Placement of the campus' graduates is a top priority at ITT Technical Institutes. It is the campus' goal to secure the best placement possible in the respective graduate's field of study. Some programs perform below minimum placement standards and are, therefore, evaluated for factors adversely affecting their success. The Career Services staff works with individual instructors and local employers to identify these factors and possible opportunities for increasing 2014 placement of current graduates.

ACICS CAR outcomes for 2014 are not applicable for this campus. The 2015 CAR submission this fall will be the first for the campus. In the 2015 CAR report period as of June 12, 2015, all three programs with graduates (total 10 graduates for campus as of June 12, 2015) in the report period are well above ACICS benchmark standards for placement.

Goals and initiatives related to improving placement include:

- Achieve a placement rate to ACICS minimum of 70%.
- Increase the number of employer contacts to develop strong relationships.
- The Director of Career Services will establish an aggressive schedule to contact graduates to promote placement training and activities.
- The Director of Career Services will aggressively contact key accounts within the employer database to increase job lead development, targeting employers within the fields of study below the 70% placement threshold.
- The campus will participate in local technical job fairs with a target of one per quarter.
- Career Services will be present in at least one general education class per quarter throughout the duration of the program.
- Provide resume, portfolio and salary negotiation workshops for graduates and pre-graduates.
- Create opportunities for employers to visit the campus.



1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

Career Services focuses on connecting our graduates with the career goals they are targeting upon completion of their academic degree programs. This connection is accomplished through student development, employer relationship building and ultimately assisting the graduate in connecting with a professional career.

All graduates are surveyed electronically six months following their date of graduation. Graduate Satisfaction Survey results are reviewed by the institution's management as well as the ITT/ESI National Career Services management and other subject matter experts within the ITT/ESI as applicable. Issues requiring training or additional focus are reviewed and addressed by the National Director of Career Services. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

The campus also monitors graduate salaries as a way to measure graduate satisfaction. An important component of ensuring graduate satisfaction is assisting each of our graduates with achieving the highest level of income possible. The institution focuses on strategic initiatives, student professional experience opportunities and pre-graduation employment, preparation and interviews and effective negotiation to support graduate salary goals.

b. Level of employer satisfaction

The campus builds relationships with local, regional and national employers to help benefit both the employers and ITT Technical Institute graduates. The Career Services Department at each ITT Technical Institute connects employers who are seeking certain skills, knowledge and characteristics in prospective employees with ITT Technical Institute graduates who meet those requirements.

Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism and soft-skills relating to the individual graduate's performance.

Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

c. Student learning outcomes

The emphasis on outcomes is prevalent through all levels of a curriculum: Specific student learning outcomes are defined for all programs and development of outcomes contained in each course syllabus specifically map to program requirements for student learning. The campus utilizes the following primary data points to measure student learning outcomes:

Capstone Courses: One of the academic benchmarks includes capstone course grades which is an indicator of program success or failure. Review of capstone courses is considered essential as part of assessing student learning outcomes. It is the objective of each capstone course that program expertise be clearly evidenced. The institute assesses capstone courses as results are made available.

Student Engagement: Student engagement is measured by student attendance and the ability to complete program courses. At ITT Technical Institute, student engagement is one of the key criteria



employed to gauge the effectiveness of our instruction techniques and efforts. The key components of student engagement are student motivation and active learning.

Student Success: Student Success is measured by dividing the number of passing students by the number of student attempts (a student attempt is counted when a student sits for a section). We strive to help our students pursue education success. To establish such focus, we continually assess the student success rate as well as the engagement rate metrics and implement school initiatives to help our students succeed.

Assessment of student learning extends beyond the above referenced measures and are included in the campus' overall assessment of a program's success or its deficiencies. Additional tools for assessment include student/graduate surveys, employer surveys, faculty feedback and Advisory Committee feedback. These assessments are ultimately used to improve the curriculum.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

All graduates are surveyed electronically six months following their date of graduation. Salary data is collected through the process of documenting and verifying graduate employment.

b. Satisfaction of employers

Employer surveys are administered electronically and sent out six months after graduation to employers that have hired graduates. Advisory Committee are comprised in part of employers of the institute's graduates. Meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings.

c. Student learning outcomes

Internal reports are available and utilized to monitor student learning outcomes for capstone course results, student engagement and student success as defined above.

1.13 How is the campus effectiveness plan evaluated?

The CEP Team reviews the CEP and its supporting data on a quarterly basis to ensure that initiatives are being implemented in the effort to achieve stated goals. Results from the most recent period are matched against historical data. Additionally, results for the most recent period are matched against stated goals to evaluate the institute's performance.

1.13.1 What is the schedule for evaluation?

The CEP is evaluated a minimum of quarterly.



2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control and corporate organization of the institution and cite where it is stated in the catalog.

The campus is one of a network of co-educational, nondenominational private postsecondary educational institutions owned operated by ITT/ESI which is also referred to as Academic Administrative Center (AAC) within this self-study document.

All campuses owned and operated by ITT/ESI have the same management structure. A Director (Director/Director of Recruitment at Vista) acts as a general manager over the Academic Affairs, Career Services, Finance and Recruitment departments. Additionally, the Registrar of each campus reports directly to the Director. The campus Director reports to a District Manager, who in turn reports to the Senior Vice President, Operations at the AAC. Departmental directors and their staff and faculty work together coordinating numerous services for students and staff. A listing of faculty and administration is found in the back of the current catalog. A Statement of Ownership and listing of the AAC's officers and directors are also listed in the Campus Information section of the catalog.

Policies and procedures governing all aspects of operations are posted on the AAC's Employee Portal in the "Ethics and Compliance" section of the site. Some policies and procedures are general in nature, while others are specific to a particular functional area.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report and the standards by which the success of their work is measured?

The duties and responsibilities of all employees are well defined. Employees are provided with detailed job descriptions as part of new employee orientation. In addition, new employees meet with their departmental supervisor to review the daily individual responsibilities of their position. The job description is signed by the employee and added to their personnel file.

Changes and updates in duties, schedules, policies and procedures are presented as appropriate during regular employee meetings.

As part of a company-wide performance evaluation system, each full-time faculty/staff member is given a set of personal and team goals annually. These goals form the basis for establishing the focus for each individual and department. The results are monitored quarterly and the individual is evaluated annually.

2.2.1 How is this documented?

The policies and procedures, job descriptions, Faculty Handbook, Employee Handbook, faculty/staff meeting minutes and outlines of faculty/staff in-service activities are maintained for review at the campus and/or the Employee Portal.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The methods used to monitor and evaluate faculty and staff include:

- CEP Team members review departmental performance on a regular basis to ensure that the campus meets its established goals and maintains compliance.
- Annual performance reviews.



- A full-time faculty member's annual performance review evaluates the duties, responsibilities and professional growth. If necessary, it also includes corrective measures.
- Faculty members receive regular teaching evaluations with critiques and advising from the Dean or the School Chair.
- Student and Graduate Surveys are collected and the Director and Dean review the surveys to identify any issues. Areas of urgent concern are discussed at manager meetings or immediately with the appropriate department.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The administration provides for the professional integrity of the staff through rigorous hiring practices, internal orientation and training programs, tuition reimbursement, membership in professional organizations and quarterly in-service programs.

The faculty and staff are selected principally because of outstanding qualifications in the business and technical areas for which they are hired. In addition to the degree requirements, qualifications may include professional certifications, memberships in professional associations and years of related job experience.

The institution utilizes a background check prior to hire to ensure the professional integrity of staff and faculty. All employees read and sign an ITT/ESI published Code of Business Conduct and Ethics.

2.5 How is the policy for ensuring academic freedom communicated to faculty?

The academic freedom policy is outlined in the Faculty Handbook and provided in ITT/ESI Policy "AA 11.0 Academic Freedom." As provided in the Faculty Handbook:

According to policy AA 11.0 Academic Freedom, ITT Technical Institute encourages academic freedom within defined guidelines. ITT Technical Institute considers academic freedom an essential element in maintaining institutional integrity. Faculty members must teach in relation to the objectives described in the curriculum. Faculty members have significant flexibility concerning instructional techniques and methodology. Faculty members should enhance students' overall learning experience by sharing their applicable field experiences or by including additional context-specific discussion during instruction.

2.6 Describe the grievance policies and procedures for students, employees and other interested parties. How are students, faculty and administrative staff made aware of these policies?

All campuses are governed by two policies regarding student satisfaction: "SA11 Customer Complaints" and "SA12 Student Surveys." In addition, each student is given a copy of the Student Complaint/Grievance Procedure via the Student Handbook and the campus catalog.

If a student follows the Student Complaint/Grievance Procedure and feels that his/her complaint was not adequately resolved, he/she may directly contact the Student Relations Specialist at the AAC in Carmel, IN. If the student is still not satisfied, he/she may contact ACICS and/or the applicable state governing agency.

Employee grievance procedures are communicated through the Employee Handbook. As provided in the Employee Handbook: ITT/ESI encourages open communication, feedback and discussion about any matter of importance to an employee without fear of retaliation.

If an employee has a question or concern about his or her job or work environment, the employee should bring the matter to his/her supervisor's attention in a timely manner. It is the responsibility of supervisors to listen to employee questions and concerns and, to the best of their ability, resolve the matters in a timely manner, raise the question or concern to the next level of supervision, if needed and keep the employee informed of the progress regarding the resolution of his or her question or concern.



Most questions and concerns can and should be resolved in discussion with the employee's immediate supervisor; this is encouraged as the first effort to resolve a matter. If that is not feasible or the employee is uncomfortable for any reason in discussing the question or concern with the supervisor, or if the employee does not feel the question or concern has been adequately resolved, the employee is encouraged to discuss his or her question or concern with the next level of supervision. If that is not feasible or the employee is uncomfortable for any reason in discussing the concern with such person, or if such person does not take appropriate action, the employee should promptly report the matter to an ITT/ESI Human Resources Partner, the Director of Human Resources, the Vice President Compliance & Regulatory Affairs or the Employee Ethics Alert Line.

2.7 Describe any plans for the improvement of the organization.

The campus periodically reviews staffing, equipment and operational needs as part of an ongoing budget and expense forecasting system. Additions to staff and other changes are made in response to changes in student census or the addition of new programs of study.

The budget initiatives have been designed to improve our student outcomes and include updating of computer hardware and classroom projection systems to further enhance the delivery of our curriculum by our instructors especially in view of our changing software requirements. At every new annual budget review, all functional managers are required to provide a list of any equipment needs that will help them provide the best customer service and classroom delivery of our curriculum. Generally, all requests are added to the next year's budget after careful evaluation of need and purpose.



3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

The Director/DOR, Thomas Corbett, is the on-site administrator for the ITT Technical Institute-Vista campus. Mr. Thomas Corbett became Director/DOR of the ITT Technical Institute-Vista campus on September 15th, 2014 and assumed responsibility for the school on that date. Mr. Corbett has BA in Behavioral Science, and an MBA in Management. He has over 15 years of education management experience as a manager in post-secondary education. Mr. Corbett attended the ACICS accreditation Workshop in Las Vegas on May 27th, 2015.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Local Advisory Committees review and comment on the programs of study on a regular basis. Advisory Committee feedback, National Curriculum Committee recommendations, classroom observations and suggestions representing faculty viewpoints are periodically reviewed at the AAC and determinations are then made and implemented for the improvement of its programs. Programs of study will also be evaluated by monitoring their impact on graduate placement and student success within each program.

In addition, student, employer and graduate surveys are administered and the results are reviewed locally as well as by the AAC to ensure feedback is appropriately applied to ongoing program improvement. These surveys include:

- Quarterly Student Evaluation Survey
- Student Course Evaluation Survey
- Employer Survey
- Graduate Survey

b. Student activity programs

The campus encourages student activities to help develop individual initiative, group leadership and cooperation. Examples of student activities include:

- Field trips
- Guest speakers
- National Technical Honor Society activities

The administration evaluates the effectiveness and value of each of these activities through observations and written evaluation from both faculty and students.

c. Guidance services

The director of each department is responsible for the continued monitoring of student advisement. Faculty members form the "first line" of the advising process as they have contact with students on a daily basis and are typically first to address attendance, academic, disciplinary and personal problems. Academic issues, if unresolved at the first level, are referred to the School Chairs or the Dean. Student advising sessions are documented in IRIS/S3 (the centralized databases). The Dean meets regularly with the School Chairs or faculty member designated as subject matter expert for each program to evaluate the progress of students and review the status of the advising session documentation. The IRIS/S3 system assists the campus in this process by allowing a sharing of information about each student to the appropriate staff members and applicable AAC leadership.



d. Financial aid services

It is the responsibility of the Director and Director of Finance (DOF) to assure that the institution is adhering to the rules and guidelines of the accrediting council and government agencies (federal, state and local). Institutional Student Information Records (ISIRs) and campus-based funding awards, as well as all verification documents, are reviewed at the campus and forwarded to Student Financial Services at the AAC for review before disbursements are made.

Additionally, student surveys include a question about the Finance department's performance. Financial aid services are also reviewed thoroughly in regularly scheduled AAC internal audits.

e. Instructional procedures

The continuous evaluation of instructional procedures is accomplished with the various methods of evaluating faculty. During regularly scheduled and unannounced classroom visits, supervisors gather information to evaluate and improve instructional skills. New faculty members are observed at least once per quarter for the first four quarters they teach but it is recommended that they be observed three times during their first term teaching at the campus. Experienced faculty members are observed at least twice per year. The Dean is responsible for faculty professional development, including verification that the required numbers of classroom observations are completed for each faculty member.

Any significant observations and concerns from campus reviews are forwarded to the AAC's Academic Affairs department, who also perform regular review and updates to instructional procedures as warranted.

f. Instructional resources

The continuous evaluation of the Learning Resource Center (LRC) and ITT Technical Institute Virtual Library (VL) is accomplished through the following mediums:

- Surveys
- Monitoring usage
- Student outcomes (related to reference assignments)
- Information literacy sessions
- Collaborative meetings with faculty and LRC staff
- Collection assessment between faculty and LRC Committee

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

Transcripts for each staff member's postsecondary credential(s) are kept in personnel files stored at the campus.

3.4. What records are kept relative to the following areas:

a. Financial aid activities

Financial aid records are maintained for each student. The files are retained for seven years following graduation or the student's last date of attendance. Depending on the student's situation, a financial aid file could consist of any or all of the following documents:

- Enrollment Agreement(s)*
- Cost Summary and Payment Addendum(s) *
- Free Application for Federal Student Aid (FAFSA)
- Student Financial Services Application (SFSA)
- Master Promissory Note(s)
- VA Documentation (Form DD214, Form 22-1999 and Form 22-1999B)



- Written Authorization for the Carryover of Excess Non-Title IV Funds to the next academic year
 - Credit Authorization Form for Preliminary Credit Authorization
 - Entrance Interview and Loan Test
 - Loan Certification Page for Stafford, Plus and Private Loans
 - Plus Loan Credit Denial
 - Institutional Student Information Record (ISIR)
 - Resolved "C" Code Documentation
 - Cost of Attendance/Expected Family Contribution Page or Snap Page
 - Student and/or Parent Taxes and W-2's
 - ITT/ESI Forms and/or Dependency Override Paperwork
 - Guarantees
 - Scholarship Forms
 - Exit Interview (only required for students who completed in person or returns it to school)
- *Indicates required documents

b. Admissions

The following admission records are maintained either electronically or in hard copy in a student's academic file for seven years following graduation or last date of attendance:

- Admission Examination scores
- Proof of high school graduation or recognized equivalency certificate
- Enrollment Agreement
- Graduate Employment Information Disclosure
- Previous College Transcript (maintained permanently if applicable)
- Foreign Student paperwork (if applicable)
- ADA Documentation (if applicable)
- Acceptance Letter
- Student Handbook Acknowledgement

c. Curriculum

The AAC maintains an electronic curriculum database that is password protected and accessible to the Academic Affairs administrative staff. This database allows the Dean to easily access and download current curricula information. Regular communication from the AAC's Curriculum department via the Curriculum network and to the Dean keeps the campus apprised of revisions to curricula.

Faculty members create more detailed lesson plans from the standardized curriculum documentation. The hard copies are on file in secured storage.

d. Guidance

Students must receive academic, attendance and/or financial aid advising from the campus as necessary. Documentation of student advising is entered into IRIS/S3 (the electronic file storage systems) where it becomes part of the student's record.

e. Library or instructional resources

The following records are maintained on campus for the LRC and Virtual Library:

- LRC Usage
- LRC Annual Report



f. Instructional supplies and equipment

An inventory of supplies and equipment is maintained by the campus' Administrative Assistant.

g. School plant

Copies of the following documents are on file at the campus:

- Property ownership documents
- Occupancy permit
- Building related inspection reports
- Contracts for other outside services, as applicable

h. Faculty and staff

A personnel file for each faculty and staff member contains the following documents:

- Application for employment
- Annual Performance Planning and Evaluations and/or Observations
- Annual salary review
- Professional development plans (not applicable for some staff positions)
- Official transcripts
- ACICS Data Sheets for employees above grade level nine (except representatives)

i. Student activities

- Guest Speaker Events
- Field trip events
- INBC Blood Donation events

j. Student personnel

- Application for employment
- Federal Work Study Award Letter
- On campus Program Agreement
- On campus Job Description

k. Campus Accountability Reports

The ACICS annual CAR reports will be maintained in the Director's office.

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

Each student has three files: academic, financial and career services, which contain specific documents based on established policies as well as state and federal requirements. Each functional area is responsible for the maintenance of the required documents. Student files are retained based on student status and type of document. Student record information is stored electronically in the centralized database IRIS/S3. The content of financial aid files is outlined above in Question 3.4. The following records are maintained in the academic and career services files:

Academic Records

- Final ITT Technical Institute Transcript (also maintained separately and permanently)
- Grade and Attendance Change (if applicable)
- Appeal letters (if applicable)
- Leave of Absence documentation
- Release of Information requests



- Veterans' Administration forms (if applicable)
- Admission Examination scores
- Proof of high school graduation or recognized equivalency certificate
- Enrollment Agreement
- Graduate Employment Information Disclosure
- Previous College Transcript (maintained permanently if applicable)
- Foreign Student paperwork (if applicable)
- ADA Documentation (if applicable)
- Acceptance Letter
- Student Handbook Acknowledgement

Career Services Records

- Acknowledgement for Employment Assistance
- Student Employment Assistance Waiver (if applicable)
- Graduate Employment documents:
- Graduate Employment Assistance Waiver (if applicable)
- Resume
- Simulated Mock Interview Evaluation Sheet
- Release Form – Educational and Employment
- Graduate Employment Information (GEI) Document
- Graduate Exit Surveys
- Employer Survey re: Graduate

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Not applicable. The institution does not admit ability-to-benefit students.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

Although students are ultimately responsible for providing proof of high school completion, the campus provides them with assistance. During the enrollment process, prospective students complete a certification statement indicating 1) if they are a high school graduate, 2) if they are currently attending high school or 3) that they have high school equivalency. The applicant completes a transcript release form that allows the Registrar to request the official high school, GED, and/or college transcripts directly from the issuing institutions. Reports are available to assist the Registrar in identifying students for whom transcripts have not yet been received. Documented proof of high school completion or equivalency must be provided prior to the end of the first quarter of enrollment. If the Registrar is unable to secure official transcripts from the institution and due diligence has been shown, the Registrar may accept a true and exact copy of the student's high school diploma/GED certificate.

Note: Due diligence means that two requests have been sent to the institution and one certified letter has been sent to the student. The student's certification at the point of application is also maintained within the student's file held in the Registrar's Office.

Any student accepted based upon previous postsecondary credit or degree must provide the campus with an official transcript from the institution where the credits or degree(s) were earned. The student's transcript release form enables the Registrar to request an official transcript directly from the applicable institution(s).



3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a “diploma mill.”

To validate the legitimacy of schools, they are reviewed against National Center for Education Statistics which has a listing of schools that report their school data to the government. If a school isn't listed there, the institution's accreditation is reviewed. If accreditation review doesn't help with the validation, the next step is reaching out to the state Department of Education or Board of Education in the area where the school is located. Another resource used for this review may be the Better Business Bureau. In addition, the campus may collect more information from the school on their curriculum, graduation requirements, etc. This information is then reviewed by the AAC National Registrar to determine if the credential is acceptable or not.

3.7. What grading system does the campus employ to indicate student progress?

Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects and examinations. The following is a list of possible grades that a student may receive for a course, the points that each grade will contribute per course credit hour to the student's grade point average and a brief description of the grade:

<u>Grade</u>	<u>Points</u>	<u>Description</u>
A	4.0	Indicates a superior level of achievement.
B+	3.5	Indicates a good level of achievement.
B	3.0	Indicates a good level of achievement.
C+	2.5	Indicates an average level of achievement.
C	2.0	Indicates an average level of achievement.
D+	1.5	Indicates a marginal level of achievement.
D	1.0	Indicates a marginal level of achievement.
F	0.0	Indicates an unsatisfactory level of achievement. Any student earning a grade of “F” in a course specified in the program outline of his/her program of study must repeat and successfully complete that course prior to graduation.
I	N/A	Incomplete - Indicates that the student has not completed all work required for the course. The otherwise earned letter grade is awarded (normally a “F”), unless all required work is successfully completed within (a) six weeks following the end of a full-quarter course (excluding break week), or (b) three weeks following the end of a half-quarter course (excluding break week). Incompletes may only be awarded upon approval of the instructor and Dean.
CR	N/A	Credit - Indicates that the student demonstrated knowledge and skill in the course through previous experience. “CR” is not considered in computing the grade point average.
TR	N/A	Transferred Credit - Indicates the school accepted credit earned for previous postsecondary education at an institution other than an ITT Technical Institute. “TR” is not considered in computing the grade point average.
W	N/A	Withdrawal - Indicates that the student withdrew or was terminated from the course within the first 75% of that course. “W” is not considered in computing the grade point average. Withdrawals after the first 75% of the course has been completed will receive the otherwise earned letter grade (normally an “F”).
P	N/A	Passing - Indicates a passing grade in a course designated as a pass-fail



		course. "P" is not considered in computing the grade point average.
*	N/A	Indicates that the course was repeated.
(R)	N/A	Indicates that the course was attempted previously.

A grade earned by a student in a course taken at any other ITT Technical Institute will be accepted by the school and appear on the student's academic transcript.

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

Unit of credit is Quarter.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

Student grades are captured electronically. ITT/ESI Policy (SS 5.0 Records Preservation and Retention) requires that student transcripts be retained permanently. A transcript is maintained for each student. Students are also provided quarterly grade reports.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading system is on the back of the Academic Record (transcript), which is used for both official and unofficial transcripts.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Student academic and financial files are maintained in a secure fire resistant file room or fire resistant/proof file cabinets.

All graduate placement files are maintained in locked files in the Career Services offices.

All active personnel records are maintained in locked files in the campus Director's and Dean's offices as appropriate.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

All computerized records are maintained at the AAC and are backed up on a regular basis per internal service level agreements which vary by system.

3.9. How long are student records maintained by the campus?

The information contained in the student's financial aid, academic and career services files are maintained by the campus for a minimum of seven years from a student's graduation or last date of attendance. The student's final transcript and transcripts from other colleges are retained indefinitely.

3.10. Describe any plans for improvement in the administration.

Key management personnel are in place and were selected for their past successes and applicable qualifications. Each individual continues to grow as a skilled administrator and team leader; however, further growth through on-the-job experience, individual and team mentoring and selective third party training help the administration grow as effective stewards of quality education and customer service.

Tools that help ensure the success of the campus administration are continually developed at both the campus and AAC levels; these include streamlined procedures, forms and reporting and online training programs through e-campus learning.

The campus will continue to look for meaningful ways to improve upon its record of success.



4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

A student may be admitted into a program of study offered by the school upon satisfying all of the following requirements:

- (a) The student is at least 16 years of age.
- (b) The student has:
 - (1) a high school diploma; or
 - (2) a recognized equivalent of a high school diploma (e.g., typically a general education development (GED) certificate or a document from a state authority (to the satisfaction of the school) recognizing that the student has successfully completed secondary school through home schooling (as defined by state law)).

The student must provide the school with the following before the end of the student's first quarter of attendance at the school, or the student will be terminated from his or her program of study:

 - (i) the student's official high school transcript;
 - (ii) the student's GED scores at or above the passing level set by the state agency awarding the GED; or
 - (iii) a document from a state authority (to the satisfaction of the school) recognizing that the student successfully completed secondary school through home schooling (as defined by state law).
- (c) The student passes (as determined by the school in its discretion) an individual interview, which may include assessment of English proficiency for an English as a Second Language ("ESL") student, with the Registrar, if the Registrar requests an interview with the student.

Upon the student's satisfaction of all of the above requirements with respect to his or her selected program of study, the school will promptly notify the student that he or she is admitted into that program of study at the school.

Late Admission

A new student must be admitted into a program of study and begin attending classes in at least one of the program courses: (a) taught over 12 weeks that he or she is registered to take during the first quarter of the student's enrollment in that program of study (i) within 14 calendar days following the first class session of a program course taught in residence or (ii) on or before the third Sunday of the quarter for a program course taught online, or the student's registration in that program of study will be canceled by the school or; (b) taught over six weeks that he or she is registered to take during the first quarter of the student's enrollment in that program of study (i) within seven calendar days following the first class session of a program course taught in residence or (ii) on or before the first Sunday of the quarter for a program course taught online, or the student's registration in that program of study will be cancelled by the school. If a student's enrollment in a program of study is canceled by the school, the student may seek readmission to the program at the next available date that the program of study is offered by the school.



4.1.1 Does the policy differ based on the credential awarded or program of study?

No

4.1.2 Explain how the admissions policy adheres to the institution's mission.

The admissions policy adheres to the institution's mission through the application and testing process that seeks to ensure accepted students possess the ability to prepare for career opportunities in their chosen field. Applicants who already possess a college degree have previously demonstrated the ability to meet the challenges of a postsecondary education. Admission is denied to any applicants who fail to meet all of the admission requirements. The campus documents the basis for denial.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Not applicable. The campus does not accept ability-to-benefit students.

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

The campus maintains student records in both paper and/or electronic formats. The campus' admission policies and procedures require that the following admissions records be maintained in each student's academic file:

- Admission Examination scores
- Proof of high school graduation or recognized equivalency certificate
- Enrollment Agreement
- Graduate Employment Information Disclosure
- Previous College Transcript (maintained permanently if applicable)
- Foreign Student paperwork (if applicable)
- ADA Documentation (if applicable)
- Acceptance Letter
- Student Handbook Acknowledgement

4.4 Describe the student recruitment program.

ITT Technical Institute seeks to communicate to prospective students, information that enables them to make an informed decision about whether ITT Technical Institute is a good fit for him/her. To generate interest among potential students, the AAC engages in a broad range of activities to inform potential students and their parents about ITT Technical Institute and the programs offered.

Each campus' advertising is generally comprised of broadcast, direct mail and company Web site activities. Links to the company Web site may also be placed on other Web sites that are owned by third parties. The school website, <http://www.itt-tech.edu>, provides information on the AAC, campus locations, programs and admissions and allows prospective students to schedule a campus visit, request a brochure, or apply online.

AAC-sponsored television advertising is centrally coordinated and developed. Television advertising is directed at a combination of both the national market and the local markets in which each campus is located. The television commercials generally include a toll free telephone number for direct responses as well as an internet URL. Direct responses to television advertising are centrally received, tracked and promptly forwarded to the appropriate campus. Responses to direct mail campaigns, targeted at high school students and other potential postsecondary education students, are also centrally received, tracked and forwarded to the appropriate location.

The campus seeks to attract students with the interest to complete the career-oriented educational programs offered by the ITT Technical Institutes.

Representatives make presentations to prospective adult and high school students. They discuss the programs available for study and assess the interest in the career field related to the student's education and if there's a fit



between the prospective student and the standards of the campus, the representatives continue through the enrollment process with the students, into a specific program of study.

The campus also employs a Community Relations Specialist who develops relationships with high school administrators, faculty and other key influencers within the community to raise the awareness of the programs of study. A primary function of the Community Relations Specialist is to make presentations at local high schools, job fairs and other related events.

Recruiting policies and procedures as well as standards for hiring and training representatives are established centrally but are implemented at the local level. The Director/Director of Recruitment (Director/DOR) is responsible for the training and supervision of the campus' recruitment representatives as well as ensuring to conformity with AAC policies and procedures. The AAC's Internal Audit department reviews the recruiting practices relating to the execution and completion of enrollment agreements on an annual and random basis. Further, student recruitment activities are subject to regulation at both the state and federal level.

4.5 Describe how admissions representatives are trained, compensated and monitored.

Representatives are selected after being interviewed by the Director/DOR. Offers of employment are extended after a thorough background check has been completed and after approval by the AAC HR Partner.

Representatives are not permitted to recruit before completing required training and certification, including completion of the Annual Compliance – Recruitment e-Campus Course. They are monitored by the campus DOR, the AAC Internal Audit department (through scheduled and unscheduled audits) and through a regular overdue e-Campus report sent to District Managers via AAC. Representatives are also subject to other random reviews by campus administration. They are compensated pursuant to the rules and regulations of the state, the ACICS Accreditation Criteria and federal laws.

Representative training is a combination of a self-directed program composed of e-Campus courses, onsite activities covering five content areas and additional supervisor directed learning:

- Local Orientation
- Company Orientation
- Recruitment Orientation
- Enrollment Process
- Skill Development

The e-Campus courses offer basic knowledge regarding the process of providing information to prospective students wherein they can make an informed decision, while the onsite activities provide hands-on development of the concepts and techniques addressed in the e-Campus courses. After the employee has completed the e-Campus courses and onsite activities, he/she is required to:

- Pass the comprehensive e-Campus assessment.
- Submit the packet of completed on-site activities to his/her supervisor.
- Become certified on the interview presentation.
- Successful completion of the e-Campus courses is documented on an e-Campus transcript in the AAC's learning management system.
- Complete the Annual Compliance – Recruitment e-Campus Course.

Once certified, all representatives undergo periodic and ongoing training, an important objective of the daily/weekly supervisory tasks for the Director/DOR. The Director/DOR periodically reviews the representatives' presentations and meets with each representative to review the outcomes of the required quarterly observations and informal regular observations. The Director/DOR continuously utilizes the contact time with representatives to inform, train and undertake all related management oversight activities to ensure the quality effectiveness and regulatory compliance of representative activity and admissions operations.



4.6 Describe the policies and procedures regarding incoming transfer of credit.

A student may request credit for courses in the student's program of study at the school based on the student's previous postsecondary education or experience, by submitting a written request to the Registrar.

Previous Postsecondary Education - Following the Registrar's receipt of the student's written request, the school may grant the student credit for course(s) in the student's program of study based on the student's previous postsecondary education at a different institution, if the student satisfies all of the following requirements:

- (a) The student provides the school with an official transcript from each educational institution awarding any credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school. If the educational institution is located (I) in the U.S., it must be accredited by an accrediting agency recognized by the U.S. Department of Education, or (II) outside the U.S., it must be accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.
- (b) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific core, technical basic and general studies course requirements of the student's program of study at the school is determined, in the school's discretion, to be equivalent to the subject matter of such core, technical basic and general studies course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific general education course requirements of the student's program of study at the school is determined, in the school's discretion, to be substantially similar to the subject matter of such general education course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy any elective course requirements of the student's program of study at the school is determined, in the school's discretion, to represent a level of rigor that is equal to or greater than the rigor of the school's lower division courses.
- (c) The number of credits that the student desires to transfer to the school to satisfy the requirements of a specific course in the student's program of study at the school must equate, as determined by the school, to at least the same number of quarter credit hours of that course as specified in the Program Outline for the student's program of study at the school.
- (d) The student completed each course represented by credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school with at least: (i) a grade of "C" (i.e., 2.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute; or (ii) a passing grade, if the credits were earned at an ITT Technical Institute.

Other institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website at www.itt-tech.edu/articulation/. Many of the same and other limitations and conditions specified above with respect to credit granted by the school for a student's previous postsecondary education at a different institution will apply to credit granted by a different institution for a student's postsecondary education at the school. As a result, any student considering continuing his or her education at, or transferring to, any institution other than an ITT Technical Institute must not assume that any credits earned in any course taken at the school will be accepted by the receiving institution. The student must contact the registrar of the receiving institution to determine what credits earned at the school, if any, that institution will accept.



- (2) **Previous Experience** - Upon the Registrar's receipt of the student's written request, a \$500 processing charge will be due and payable by the student to the school, unless the student's previous experience is based solely on military experience (e.g., a SMART transcript). Following the Registrar's receipt of the student's written request, the school: (a) will add the \$500 processing charge, as applicable, to the amount that is due and payable by the student to the school; and (b) may grant the student credit for course(s) in the student's program of study based on the student's previous experience, if the student demonstrates, to the school's satisfaction, that he or she has sufficiently grasped the knowledge and skills offered by the specific course(s) contained in the student's program of study at the school that the student desires credit for previous experience. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score thereon as required by the school. Notwithstanding the foregoing, a student may not receive credit based on the student's previous experience with respect to any course(s) in the student's program of study at the school that the student previously attempted at the school or at any other ITT Technical Institute.

Any student eligible to receive veterans educational benefits while attending any course(s) in an eligible program of study at the school will be denied veterans educational benefits for any such course(s) that the student previously successfully completed (as determined in the school's discretion in accordance with U.S. Department of Veterans Affairs regulations) elsewhere. As a result, each student eligible and desiring to receive veterans educational benefits while attending an eligible program of study at the school must provide the school with an official transcript for all previous postsecondary education and the student's military discharge document DD214, prior to the first scheduled class in the first course that the student is registered to take in the student's eligible program of study at the school. The school will determine, in its discretion, whether: (a) the subject matter of any course previously taken by the student is substantially the same as the subject matter of any course contained in the student's eligible program of study at the school; and (b) the number of credits of any course previously taken by the student equate to at least the same number of quarter credit hours of any course having substantially the same subject matter that is contained in the student's eligible program of study at the school. If the school determines that (I) the subject matter of any prior course taken by the student is substantially the same as the subject matter of a course in the student's eligible program of study at the school and (II) the number of credits of that prior course equates to at least the same number of quarter credit hours as the course in the student's eligible program of study that has substantially the same subject matter, the school will grant the student credit for such prior course.

The total number of credits for courses in the student's program of study which may be granted to the student by the school based on the student's previous postsecondary education at an institution other than the school (which includes the main campus or any additional location of the school) and/or previous experience as provided above cannot exceed 75% of the quarter credit hours required to graduate from the program. See the Graduation Requirements section of this catalog for further information. If the school grants the student credit for any course in the student's program of study based on the student's previous postsecondary education or experience as provided above: (a) the student will receive a grade of "TR" for that course, if credit was granted based on the student's previous postsecondary education at a different institution; and (b) the student will receive a grade of "CR" for that course, if credit was granted based on the student's previous experience.

4.6.1 Where are these policies and procedures published?

The policy and procedure is published in the campus catalog.

4.6.2 Describe any articulation agreements with other institutions.

Other institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website at www.itt-tech.edu/articulation/.



4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

The information concerning articulation agreements is published in the campus catalog.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Students are notified through publication in the campus catalog. In addition, students acknowledge transferability of credit information on a Documentation and Disclosure Summary utilized in the enrollment process as defined in Recruitment Policy REC 1.4.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

The campus Dean, Martha Gonzalez, is responsible for administering the SAP Policy as outlined in the campus catalog. Her experience and qualifications are as follows:

Martha Gonzalez is the Dean for ITT Technical Institute in Vista, California. Ms. Gonzalez was initially hired in February 2008 as a Criminal Justice instructor. In April 2011, Ms. Gonzalez was promoted to School Chair and in June 2013 was selected as the Associate Dean at the Vista Learning Site, under National City. In October 2014, Ms. Gonzalez accepted the position of Dean at ITT Technical Institute at the newly classified Vista stand-alone branch Campus. Prior to ITT Technical Institute, Ms. Gonzalez spent several years working in the criminal justice field, where she conducted criminal investigations, and worked hand in hand with local law enforcement. Ms. Gonzalez received her Bachelor of Science in Criminal Justice from San Diego State University (2003) and her Masters of Science in Criminal Justice and Criminology from San Diego State University (2007).

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

Each student must make satisfactory academic progress toward completing his or her program of study, regardless of the student's course load in any academic quarter or whether the student receives financial aid. To be making satisfactory academic progress, a student must satisfy the criteria set forth below in this Satisfactory Academic Progress section. Any student who is failing to make satisfactory academic progress in his or her program of study at any Evaluation Point specified below will be notified by the School of such failure and either be placed on academic and financial aid probation ("AFAP") or terminated from that program of study as provided below.

Evaluation Points

A student will not be making satisfactory academic progress, if at any Evaluation Point specified below:

- the student's overall cumulative grade point average ("OCGPA") in his or her program of study is less than the OCGPA required at that Evaluation Point; or
- the student has not successfully completed the percentage of the total cumulative credit hours he or she has attempted in his or her program of study ("Credit Completion Percentage") required at such



Evaluation Point:

<u>Evaluation Point*</u>	<u>Required OCGPA</u>	<u>Required Credit Completion Percentage</u>	<u>See Note</u>
End of the student's first academic year (as defined below)	1.5	50%	(1)
End of the student's second academic year	2.0	66.67%	(1)
End of each of the student's seventh and any subsequent academic quarters	2.0	66.67%	(1)
End of any academic quarter of the student's AFAP	See Note (2) below	See Note (2) below	(3)
100% of the Maximum Time Frame for Completion ("MTFC") (as defined below)	2.0	66.67%	(3)

*If, at any point in time, more than one Evaluation Point is applicable to a student, the student's satisfactory academic progress determination will be based on the applicable Evaluation Point that requires the highest OCGPA and Credit Completion Percentage and the most restrictive note(s).

Notes:

(1) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study, unless:

- the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
- the Dean grants the student's appeal; and
- the student satisfies all of the conditions specified below in the Academic and Financial Aid Probation section to be placed on AFAP.

If all of the conditions specified in the sentence immediately above are satisfied, the student will be placed on AFAP during the student's next academic quarter of attendance in the program.

(2) The OCGPA and Credit Completion Percentage required at the end of the immediately preceding academic quarter.

(3) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study at the school.

The calculation of the student's OCGPA in his or her program of study will include the points associated with the grade earned by the student with respect to each course that the student took at the school and/or at any other ITT Technical



Institute when the student: (a) was enrolled in that program of study; and (b) was enrolled in a different program of study, if (i) the subject matter of that course is substantially the same as any course in his or her current program of study or (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Maximum Time Frame for Completion

The student's Maximum Time Frame for Completion ("MTFC") for his or her program of study is 150% of the credit hours designated in the Program Outline for such program of study (as such credit hours may be revised or modified from time to time by the school in its discretion), rounded down to the nearest whole credit hour. For example, if a program of study consists of 90 credit hours, the student's MTFC is 135 credit hours (150% of 90). Each credit hour in a program of study that is "attempted" (as defined below) by a student is counted toward the student's MTFC of that program of study each and every time the credit hour is attempted by the student. A credit hour is "attempted," if the student receives any of the following grades from the school and/or from any other ITT Technical Institute for the course represented by the credit hour: "A," "B+," "B," "C+," "C," "D+," "D," "F," "I," "W," "P," "CR" or "TR". For example, if a student takes Course X, consisting of 4.5 credit hours and receives a grade of "W" and the student retakes Course X and earns a grade of "B," the student will have attempted 9 credit hours with respect to Course X. A student may not exceed his or her MTFC for the student's program of study. The student's MTFC for his or her program of study will include the credit hours attempted with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

- (a) was enrolled in that program of study; and
- (b) was enrolled in a different program of study, if
 - (i) the subject matter of that course is substantially the same as any course in his or her current program of study or
 - (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

A student will not be making satisfactory academic progress and will be terminated from his or her program of study if, at any time, the school determines that the student is unable to graduate from his or her program of study without exceeding the student's MTFC for that program of study.

Academic Year

An academic year is three academic quarters in length. Any academic quarter that the student attended in any program of study at the school or any other ITT Technical Institute during which the student attempted any course that is included in, counts toward or satisfies any of the coursework requirements of the student's current program of study (whether a core, general education, general studies, technical basic, elective or any other type of course), will be counted for purposes of determining the student's applicable academic year and/or academic quarter under the Evaluation Points section.

Credit Completion Percentage

The Credit Completion Percentage is calculated by dividing (a) the total number of credit hours in the courses included in the student's program of study for which the student receives a grade of "A," "B+," "B," "C+," "C," "D+," "D," "CR" or "TR" from the school by (b) the total number of credit hours that the student has attempted in the courses included in the student's program of study (including, without limitation, the credit hours associated with any course for which the student receives a grade of "CR" or "TR"). The calculation of the student's Credit Completion Percentage in his or her program of study will include the number of credit hours attempted by the student with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

- (a) was enrolled in that program of study; and



(b) was enrolled in a different program of study, if

- (i) the subject matter of that course is substantially the same as any course in his or her current program of study or
- (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Student Status

A student who, in any academic quarter, takes courses in his or her program of study that represent:

- 12 or more credits is a full-time student;
- 9 to 11 credits is a three-quarter-time student;
- 6 to 8 credits is a half-time student; or
- less than 6 credits is a less than half-time student.

If the total number of quarter credit hours of the courses which comprise a program of study offered by the school exceeds 72, the school has determined that the program of study cannot normally be completed in two academic years of full-time study, based on a full-time student taking a course load representing 12 or 13.5 quarter credit hours at the school each academic quarter. A student's grade level is based on the total number of quarter credit hours of the courses in the student's program of study at the school that the student has successfully completed, as follows:

<u>Grade Level</u>	<u>Total Number of Quarter Credit Hours of Courses Successfully Completed in the Student's Program of Study</u>
First	0-36
Second	37-72
Third	73-108
Fourth	109-144
Fifth	145-180
Sixth	181-216

The amount of federal and state student financial aid that a student may qualify to receive may depend on the student's grade level and could be adversely affected if the student is anything other than a full-time student. Any student who is not a full-time student should contact the school's Finance Department for more information.

Academic and Financial Aid Probation

During any academic quarter that a student is on AFAP, the Dean may require the student to repeat some or all of the courses that the student previously received a grade of "D+," "D," "F" or "W" before the student can attempt any other courses in the student's program of study. At the end of the academic quarter of the student's AFAP, the student's OCGPA and Credit Completion Percentage will be recalculated to determine if the student is making satisfactory academic progress in the program of study based on the OCGPA and Credit Completion Percentage required at the end of the immediately preceding academic quarter.

A student will be considered to be making satisfactory academic progress during the academic quarter of the student's AFAP. All of the credit hours represented by the courses that the student repeats during the academic quarter of the student's AFAP will have been attempted by the student in determining the student's Credit Completion Percentage and all of the grades (and associated points) earned by the student in those courses will replace the previous grades (and



associated points) earned in determining the student's OCGPA. All grades earned for any courses the student attempts will, however, remain on the student's transcript.

Notwithstanding anything to the contrary in the Evaluation Points section, a student will not be placed on AFAP:

- if the school determines that the student will be unable to make satisfactory academic progress in the student's program of study at the end of the academic quarter of the student's AFAP;
- more than three times during any specific program of study in which the student is or was enrolled at the school or at any other ITT Technical Institute; or
- if the student was on AFAP during the immediately preceding academic quarter that the student was enrolled in that program of study at the school or at any other ITT Technical Institute.

Incompletes and Repeats

If the student receives a grade of "A," "B+," "B," "C+," "C," "D+," "D," "P," "CR" or "TR" with respect to any course, the student will have successfully completed that particular course. If the student receives an "I" grade and does not successfully complete the required work to remove the "I" grade from his or her record, the student will receive the otherwise earned letter grade (normally an "F"). For full-term courses, the required work must be completed six weeks from the end of the quarter in which the "I" grade was received, not including the break week at the end of the quarter. For half-term courses, the required work must be completed three weeks from the end of the quarter in which the "I" grade was received, not including the break week at the end of that quarter. Any student who does not successfully complete a course included in his or her program of study must repeat and successfully complete that course prior to: (a) taking any course with respect to which the failed course is a prerequisite; and (b) graduation. Any student who successfully completes a course may request in writing for permission from the school to repeat that course. If a course is repeated, the grade earned for repeating the course will replace the previous grade earned in determining the student's OCGPA in the student's program of study and whether the student has successfully completed the course. All grades earned for all courses the student attempts will, however, remain on the student's transcript.

Readmission

A student who withdraws or is terminated from a program of study at the school or any other ITT Technical Institute may not seek readmission into any program of study at the school, whether the same or a different program, before the next academic quarter that the course(s) the student would take upon readmission into the program of study is(are) offered by the school.

All readmission determinations will be made by the school in its discretion and will be final and binding on the student. The school is not obligated to readmit any student. As part of the school's determination to readmit any student, the school will consider whether the student was making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study, whether at the school or at a different ITT Technical Institute. If the student was not making satisfactory academic progress in his or her program of study as of that Evaluation Point, the student will not be readmitted into:

- (a) a different program of study that is at a different credential level; or
- (b) the same program of study or a different program of study that is at the same credential level, unless:
 - the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
 - the Dean grants the student's appeal; and
 - the student satisfies all of the conditions specified above in the Academic and Financial Aid Probation section to be placed on AFAP.

In no event will any student be readmitted into the same program of study, or a different program of study that is at the same credential level, at the school, if the student:

- for any reason withdrew or was terminated from a program of study at the school or at a different ITT Technical Institute during an academic quarter when the student was on AFAP;



- is unable to make satisfactory academic progress in that program of study, as determined by the school; or
- does not possess the motivation, desire or academic ability to satisfactorily progress academically through and graduate from that program of study, as determined by the school.

If the school decides to readmit a student, who was not making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study at an ITT Technical Institute, into the same program of study or a different program of study that is at the same credential level, the student:

- will be placed on AFAP during the student's next academic quarter of attendance in that program of study at the school; and
- must agree in writing to the terms for readmission and execute a new Enrollment Agreement with the school and pay all then current tuition, fees and any other costs associated with the student's program of study.

Reestablishing Financial Aid

A student must be making satisfactory academic progress to be eligible to receive any federal, state or other student financial aid to attend any course(s) in his or her program of study at the school. If a student loses his or her eligibility to receive financial aid for failure to make satisfactory academic progress in his or her program of study, the student cannot reestablish his or her eligibility to receive financial aid to attend any course(s) at the school, unless:

- the student enrolls in a different program of study at the school that is at the same credential level as the program of study in which he or she failed to make satisfactory academic progress; and
- the school determines that the student is making satisfactory academic progress in that different program of study.

Non-Credit Courses

Non-credit courses are taken on a pass-fail basis. Grades earned in non-credit courses are not included in the computation of a student's OCGPA. Nevertheless, the student must repeat and successfully complete any failed non-credit courses prior to the student graduating from his or her program of study at the school. Non-credit courses are also not included in the calculation of the student's MTFC or Credit Completion Percentage at any Evaluation Point, because non-credit courses are not worth any credit hours.

Non-Punitive Grades

Non-punitive grades for courses awarded by the school include: "CR," "TR," "W," "P" and "I." Non-punitive grades are not included in the computation of a student's OCGPA. The credit hours associated with any courses for which non-punitive grades are received by a student are included in the calculation of the student's MTFC and Credit Completion Percentage as specified above in those sections.

Appeal

If the school determines that a student is failing to make satisfactory academic progress in his or her program of study at the school, the student may appeal the school's determination in writing to the Dean. The student's written appeal must explain in detail the special circumstances that caused the student not to make satisfactory academic progress (such as the student suffering an illness or injury, the death of a relative of the student or other special circumstances) and what has changed in the student's situation that will allow the student to be making satisfactory academic progress at the end of the student's next quarter of attendance in a program of study at the school. The Dean will review the student's written appeal to determine whether, based on the student's special circumstances and the information submitted by the student in his or her written appeal, the student can remain enrolled in (or be readmitted into) that same program of study at the school despite the student's failure to conform to the requirements of this Satisfactory Academic Progress section. The determination of the student's written appeal will be:

- made by the Dean (in his or her discretion and in conformity with this Satisfactory Academic Progress section);
- communicated in writing to the student; and



- final and binding on the student.

If the Dean grants the student's appeal and all of the conditions specified above in the Academic and Financial Aid Probation section are satisfied, the student will, at the school's discretion, be placed on AFAP during the student's next academic quarter of attendance in a program of study at the school. The school will not develop or consider any academic plan for a student.

4.8.1 Who reviews the student's records and advises the student?

The Dean is responsible for reviewing student records and ensuring that each student not making satisfactory academic progress is advised as to the campus' satisfactory progress requirements.

4.8.2 Who monitors probation?

The campus Dean as part of SAP policy.

4.8.3 How is attendance verified?

Attendance is taken by faculty and captured electronically. Each student is required to regularly attend each course that the student is registered to take in the program in which the student is enrolled. For residence courses, attendance means (a) physical participation in the class meetings and other activities of the course; and (b) other positive academic participation by the student, as approved by the school, such as attending a class meeting in a different class section of the same course or completing and submitting coursework. For online courses, attendance means logging into the course website and engaging in at least one of the following activities:

- submitting a course assignment;
- participation in a course discussion thread by posting a comment, question or response related to a course topic;
- an email communication with an instructor related to a course topic, such as the submission of an "Ask the Instructor" question in the learning management system; or
- taking a quiz or exam.

Students attending online courses are required to follow the protocols specified by the school to record the student's attendance in the class communications and activities that are part of the course. Any failure by a student attending an online course to follow the protocols specified by the school to record the student's attendance in a class communication or activity that is part of the course may, as determined by the school, result in the school identifying the student as absent from or a non-participant in the class communication or other activity of the course.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

This is defined in the SAP Policy information provided under Q 4.8

FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

2015 Summer Scholarship

The primary purpose of the 2015 Summer Scholarship (the "SS") is to help address the demand for individuals providing technical administrative support to accountants and other financial management personnel in the United States by encouraging students to graduate from the associate degree program in Accounting at the school (the "Accounting Program"). The SS is only available to eligible new students who first begin the Accounting Program in the quarter that begins in June 2015 ("06/15 Students").



At the end of the first academic year of attendance for which the 06/15 Student is eligible to receive a SS award and each subsequent academic year that an eligible 06/15 Student is enrolled in the Accounting Program, the school will determine if the eligible 06/15 Student qualifies for a SS award for that academic year. If the eligible 06/15 Student qualifies for a SS award for the first academic year or any subsequent academic year after the first academic year, the eligible 06/15 Student will receive a SS award in the form of a retroactive reduction of the amount of tuition and fees that was financed by debt and charged to the eligible 06/15 Student for the courses of the Accounting Program taken by the eligible 06/15 Student in that academic year, after first applying any other institutional scholarships to the eligible 06/15 Student's account. In no event will a refund be issued to an eligible 06/15 Student as a result of receiving a SS award – instead, the SS award for that 06/15 Student will be proportionately reduced to avoid a resulting credit balance.

The maximum amount of the SS awards for which a 06/15 Student may be eligible and qualify will not exceed:

- \$1,250 in any quarter of attendance for which the 06/15 Student is eligible and qualifies for a SS award;
- \$2,500 in any academic year of attendance for which the 06/15 Student is eligible and qualifies for a SS award; or
- \$5,000 in total for all academic years.

Eligibility Requirements – To be eligible for the SS, a 06/15 Student must first begin attending courses in the Accounting Program at the school in the quarter that begins on June 15, 2015. The first academic year of attendance for which a 06/15 Student is eligible to receive a SS award, however, is:

- the 06/15 Student's first academic year that would start on or after June 15, 2015, if the 06/15 Student:
 - was attending one or more courses in an associate or bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on March 16, 2015 ("03/15 Quarter"); and
 - remained continuously enrolled in his or her associate or bachelor degree program of study at an ITT Technical Institute; or
- the 06/15 Student's first academic year that starts on or after June 15, 2015, if the 06/15 Student was not attending one or more courses in an associate or bachelor degree program of study at an ITT Technical Institute at any time in the 03/15 Quarter.

Qualification Requirements – An eligible 06/15 Student will qualify for a SS award for the first academic year of attendance for which the 06/15 Student is eligible to receive a SS award, as specified above in the Eligibility Requirements section. To qualify for a SS award for any subsequent academic year, an eligible 06/15 Student must:

- be enrolled at all times during that academic year in at least two (2) distinct, credit-bearing courses in the eligible 06/15 Student's Accounting Program at the school; and
- be making satisfactory academic progress in the Accounting Program at the end of that academic year.

Upon admission to the Accounting Program, the 06/15 Student must contact the school's Finance Department to determine if he or she is eligible for the SS. If the school determines that the 06/15 Student satisfies the eligibility requirements of the SS, the 06/15 Student will have the opportunity to qualify for a SS award for each academic year of attendance in the Accounting Program. An eligible 06/15 Student may not receive a SS award for more than two academic years of the 06/15 Student's enrollment in the Accounting Program.

President's Scholarship

The primary purpose of the President's Scholarship (the "PS") is to encourage graduates of an ITT Technical Institute associate degree program who have demonstrated above-average academic achievement to obtain a higher level of education. The PS is only available to eligible new students who begin a bachelor degree program of study at an ITT Technical Institute in the quarter that begins in June 2015 ("06/15 BP Students").

At the end of each academic year that an eligible 06/15 BP Student is enrolled in a bachelor degree program, the school will determine if the eligible 06/15 BP Student qualifies for a PS award for that academic year. If the eligible 06/15 BP Student qualifies for a particular academic year, the eligible 06/15 BP Student will receive a PS award in the form of a retroactive reduction of the amount of tuition and fees that was financed by debt and charged to the eligible 06/15 BP Student for the courses of the bachelor degree program of study taken by the eligible 06/15 BP Student in that academic



year, after first applying any other institutional scholarships to the eligible 06/15 BP Student's account. In no event will a refund be issued to an eligible 06/15 BP Student as a result of receiving a PS award – instead, the PS award for that 06/15 BP Student will be proportionately reduced to avoid a resulting credit balance.

The maximum amount of the PS awards for which a 06/15 BP Student may be eligible and qualify will not exceed:

- \$2,500 in any quarter of attendance for which the 06/15 BP Student is eligible and qualifies for a PS award;
- \$5,000 in any academic year of attendance for which the 06/15 BP Student is eligible and qualifies for a PS award; or
- \$10,000 in total for all academic years.

Eligibility Requirements – To be eligible for the PS, a 06/15 BP Student must (1) have graduated from an ITT Technical Institute associate degree program of study with an overall cumulative grade point average of at least 3.0 for all of the courses included in that program prior to attending classes in a bachelor degree program of study; and (2) must first begin attending courses a bachelor degree program of study at the school in the quarter that begins on June 15, 2015. The first academic year of attendance for which a 06/15 BP Student is eligible to receive a PS award, however, is:

- the 06/15 BP Student's first academic year that would start on or after June 15, 2015, if the 06/15 BP Student:
 - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on March 16, 2015 ("03/15 Quarter"); and
 - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the 06/15 BP Student's first academic year that starts on or after June 15, 2015, if the 06/15 BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 03/15 Quarter.

Qualification Requirements – An eligible 06/15 BP Student will qualify for a PS award for the first academic year of attendance for which the 06/15 BP Student is eligible to receive a PS award, as specified above in the Eligibility Requirements section. To qualify for a PS award for any subsequent academic year, an eligible 06/15 BP Student must:

- be enrolled at all times during that academic year in at least two (2) distinct, credit-bearing courses in the eligible 06/15 BP Student's bachelor degree program at the school; and
- be making satisfactory academic progress in his or her bachelor degree program at the end of that academic year.

Upon admission to a bachelor degree program of study at the school, the student must contact the school's Finance Department to determine if he or she is eligible for the PS. If the school determines that the student satisfies the eligibility requirements of the PS upon admission to a bachelor's degree program at the school, the student will have the opportunity to qualify for a PS award for each academic year of attendance in his or her bachelor degree program. An eligible student may not receive a PS award for more than two academic years of the student's enrollment in his or her bachelor degree program.

Opportunity Scholarship

The primary purpose of the Opportunity Scholarship (the "OS") is to encourage certain students to commit to pursuing their educational goals. The OS is only available to eligible students attending classes at an ITT Technical Institute in:

- an associate degree program of study ("AP Students"); or
- a bachelor degree program of study ("BP Students").

An AP Student or a BP Student will qualify for an OS award for each quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS award. At the end of each academic year that an eligible AP Student is enrolled in an associate degree program or an eligible BP Student is enrolled in a bachelor degree program, the school will determine if the eligible AP Student or eligible BP



Student qualifies for an OS award for next academic year. If the eligible AP Student or eligible BP Student qualifies for an OS award for a particular academic year:

- the eligible AP Student will receive an OS award in the form of a reduction of the amount of tuition and fees charged to the eligible AP Student for the course(s) of the associate degree program of study taken by the eligible AP Student in each quarter of that academic year; and
- the eligible BP Student will receive an OS award in the form of a reduction of the amount of tuition and fees charged to the eligible BP Student for the courses(s) of the bachelor degree program of study taken by the eligible BP Student in each quarter of that academic year.

The amount of an OS award to an eligible AP Student or an eligible BP Student in any particular quarter of an academic year will be based on the eligible AP Student's or eligible BP Student's demonstrated need. An eligible AP Student's or an eligible BP Student's demonstrated need will be determined by the school, in its sole discretion, based on the AP Student's or BP Student's expected family contribution toward his or her tuition and fees owed to the school for that quarter. The maximum amount of the OS awards for which:

- an AP Student who (1) is less than 21 years of age at the time of his or her initial enrollment in the associate degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$5,000 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
 - \$4,285 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
 - \$35,000 in total for all quarters of all academic years; or
- an AP Student who (1) is at least 21 years of age at the time of his or her initial enrollment in the associate degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$4,375 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
 - \$3,750 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
 - \$25,000 in total for all quarters of all academic years; or
- a BP Student who (1) is less than 23 years of age at the time of his or her initial enrollment in the bachelor degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$4,285 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
 - \$60,000 in total for all quarters of all academic years; or
- a BP Student who (1) is at least 23 years of age at the time of his or her initial enrollment in the bachelor degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$3,750 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
 - \$50,000 in total for all quarters of all academic years.

Eligibility Requirements – To be eligible for the OS, an AP Student must attend one or more courses in an associate degree program of study at the school in a quarter that begins on or after March 18, 2013.

The first quarter of attendance for which an AP Student is eligible to receive an OS award, however, is:

- the first quarter of the AP Student's next academic year that would start on or after March 18, 2013, if the AP Student:



- was attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the quarter that began on December 10, 2012 (“12/12 Quarter”); and
- remained continuously enrolled in his or her associate degree program of study at an ITT Technical Institute; or
- the first quarter of the AP Student’s first academic year that starts on or after March 18, 2013, if the AP Student was not attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the 12/12 Quarter.

To be eligible for the OS, a BP Student must attend one or more courses in a bachelor degree program of study at the school in a quarter that begins on or after June 17, 2013. The first quarter of attendance for which a BP Student is eligible to receive an OS award, however, is:

- the first quarter of the BP Student’s next academic year that would start on or after June 17, 2013, if the BP Student:
 - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on March 18, 2013 (“3/13 Quarter”); and
 - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the first quarter of the BP Student’s first academic year that starts on or after June 17, 2013, if the BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 3/13 Quarter.

Qualification Requirements – An eligible AP Student or an eligible BP Student will qualify for an OS award for the first quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS award, as specified above in the Eligibility Requirements section. To qualify for an OS award for any subsequent quarter of the first and any subsequent academic year, an eligible AP Student or an eligible BP Student must:

- be enrolled at all times during that quarter in courses in the AP Student’s associate degree program of study at the school or the eligible BP Student’s bachelor degree program of study at the school that represent at least six quarter credit hours; and
- at the end of the AP Student’s or BP Student’s first and any subsequent academic year, be making satisfactory academic progress in his or her program of study.

Upon admission to an associate degree program of study or a bachelor degree program of study at the school, a student must contact the school’s Finance Department to determine if he or she is eligible for the OS. If the school determines that the student satisfies the eligibility requirements of the OS, the eligible AP Student or eligible BP Student will have the opportunity to qualify for an OS award for each quarter of each academic year that the AP Student or BP Student remains enrolled in his or her program of study at the school, beginning with the student’s first academic year of eligibility. The school may, at any time in its sole discretion, terminate the OS, which termination will be effective as of the start of the next quarter.

Corporate Education Program Scholarship

The primary purpose of the Corporate Education Program Scholarship (“CEP Scholarship”) is to encourage employees of participating companies* and their immediate family (i.e., spouses and children) to pursue a higher level of education at an ITT Technical Institute. The CEP Scholarship is available each academic quarter to eligible students who enroll, or are enrolled, in a program of study at an ITT Technical Institute and who are employed or have a spouse or parent employed at a participating company for the entire academic quarter.

At the end of each academic quarter during which an eligible student is enrolled in a program, the school will determine if the student qualifies for a CEP Scholarship award for that quarter. If the eligible student qualifies for a particular



quarter, the student will receive a CEP Scholarship award in the form of a retroactive reduction of the amount of tuition and fees that was financed by debt and charged to the eligible student for the courses taken by the student in that academic quarter.

The maximum amount of the CEP Scholarship for which a student may be eligible and qualify will not exceed:

- \$2,500 in any quarter of attendance for which the student is eligible and qualifies for the CEP Scholarship;
- \$5,000 in any academic year of attendance for which the student is eligible and qualifies for the CEP Scholarship; or
- \$10,000 in total for all academic years.

Eligibility Requirements - to be eligible for the CEP Scholarship, a student must;

- be employed by or be the spouse or child of an individual employed by a company that has entered into a CEP Agreement with ITT/ESI, which was in effect on both the first and last days of the academic quarter to which the CEP Scholarship will apply; and
- successfully complete each course taken during the academic quarter to which the CEP Scholarship will apply.

Qualification Requirements - to qualify for a CEP Scholarship award for a particular academic quarter, an eligible student must:

- remain employed by or have a spouse or parent who remains employed by the company at all times during the academic quarter to which the CEP Scholarship will apply; or
- provide a letter from the company to ITT/ESI within 14 days following the end of the applicable academic quarter certifying the student's uninterrupted employment or the uninterrupted employment of the student's spouse or parent with the company during the academic quarter to which the CEP Scholarship will apply.

Upon admission to a program of study at the school, the student must contact the school's Finance Department to determine if he or she is eligible for a CEP Scholarship. If the school determines that the student satisfies the eligibility requirements of the CEP Scholarship, the student will have the opportunity to qualify for a CEP Scholarship award for each academic quarter of attendance in his or her program. A student who qualifies for a CEP Scholarship award for any particular quarter shall not be entitled to any other institutional scholarship in connection with that student's enrollment in a program during that academic quarter.

The CEP Scholarship may end at any time without notice, at which time no further CEP Scholarships will be awarded. The termination of the CEP Scholarship will not, however, affect any CEP Scholarships awarded prior to termination.

4.10 What evidence does the campus have that demonstrates the tuition, fees and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

Tuition per credit hour, fees and other charges are published in the campus' catalog and are detailed on the enrollment agreements. The method of determination of tuition owed is the same for all students. Tuition for each course taken is determined by multiplying the tuition per credit hour by the number of credits for the course; the tuition for each quarter of study is determined by multiplying the tuition per credit hour by the total credit hours for all courses in the quarter. Tuition and fees are the same for all students who enroll and start their programs during the effective times stipulated in the campus catalog; estimated tool charges are the same for all students in programs requiring tools.

4.11 What are the refund policies and procedures?

Cancellation

The student's enrollment in the program will be canceled and all monies received by the school from or with respect to the student under the student's Enrollment Agreement with the school will be returned to the appropriate party(ies) within 30 days, if:



- (a) the student has canceled the student's Enrollment Agreement with the school by notifying the school on or before
- the student's first day of instruction in any program course, or
 - the 7th day following the date that the student signs the Enrollment Agreement with the school, whichever occurs last; or
- (b) the school cancels the program.

Refund

- (a) If, during any quarter that the student is enrolled in the program, the student withdraws or is terminated from:
- (1) any program course on the first day of instruction in that program course, the student will be obligated to the school for the entire cost of any tools purchased by the student from the school for use in that program course, except as specified in the Return of Tools section below;
 - (2) any program course after the first day of instruction but within the first 60% of that program course, the student will be obligated to the school for
 - a Pro Rata Portion (as defined below in this section) of the tuition for that program course, and
 - the entire cost of any tools for that program course, except as specified below in the Return of Tools section;
 - (3) any program course after the first 60% of that program course, the student will be obligated to the school for
 - all of the tuition for that program course, and
 - the entire cost of any tools for that program course;
 - (4) the program on the first day of instruction in any program course, the student will not be obligated to the school for
 - any Academic Fee charged to the student in that quarter,
 - the Administrative Fee, or
 - the STRF Fee;
 - (5) the program after the first day of instruction in any program course but within the first 60% of that quarter, the student will be obligated to the school for
 - a Pro Rata Portion of any Academic Fee charged to the student in that quarter and the Administrative Fee, and
 - all of the STRF Fee; and
 - (6) the program after the first 60% of that quarter, the student will be obligated to the school for all of
 - any Academic Fee charged to the student in that quarter,



- the Administrative Fee, and
 - the STRF Fee.
- (b) "Pro Rata Portion" with respect to a program course means the percentage derived by dividing the total number of hours of instruction in that program course into the number of those hours of instruction that had expired at the time of the student's withdrawal or termination. "Pro Rata Portion" with respect to any fee(s) charged to the student in a quarter means the percentage derived by dividing the total number of hours of instruction in all of the program course(s) that the student was registered to take in that quarter at the time of the student's withdrawal or termination into the number of those hours of instruction that had expired at the time of the student's withdrawal or termination. The time of the student's withdrawal or termination for purposes of calculating any refund due under this section and for purposes of the Return of Tools section below will be the student's last point of recorded attendance in a program course.
- (c) Notwithstanding anything to the contrary above in this section, if the student withdraws or is terminated from any program course or the program during any quarter, the student will remain obligated to the school for:
- all of the tuition, fees, cost of any tools and cost of any other supplies owed to the school for any previous attendance by the student at the school; and
 - all other amounts owed to the school under the student's Enrollment Agreement with the school (including any addenda to the student's Enrollment Agreement with the school) and/or any other agreement between the student and the school.
- (d) If, at the time the student withdraws or is terminated from any program course or the program, the school has received any monies for tuition, the Academic Fee, the Administrative Fee, STRF Fee or any tools from or on behalf of the student in excess of the student's obligation for those items as provided in this section, the school will refund such excess to the appropriate party(ies) as specified below in this section.
- (e) Any refund required under this section will be paid first to eliminate any outstanding balances for any student financial aid received by or with respect to the student in the following order and priority (unless applicable law requires otherwise) and within the time period prescribed by law:
- | | | |
|--|---|--|
| 1 st : private or institutional student loans; | 5 th : unsubsidized Federal Direct Stafford loans; | 9 th : Federal Direct PLUS loans; |
| 2 nd : private or institutional parental loans; | 6 th : subsidized Federal Direct Stafford loans; | 10 th : state student loans; and |
| 3 rd : unsubsidized Federal Stafford loans; | 7 th : Federal Perkins loans; | 11 th : state parental loans. |
| 4 th : subsidized Federal Stafford loans; | 8 th : Federal PLUS loans; | 12 th : Cal Grant aid. |
- (f) The school will pay the student any refund remaining after all outstanding balances specified in Item (e) immediately above in this section are eliminated, within 60 days following:
- (1) The student's last date of recorded attendance in a program course, if the school terminated the student from the program course or the program;
 - (2) the latter of
 - the student's last date of recorded attendance in a program course,
 - the date that the school received the student's written notice of withdrawal from a program course or the program, or



- the withdrawal date from a program course or the program specified in the student's written notice of withdrawal received by the school,

if the student withdrew from the program course or the program and the school received the student's written notice of withdrawal; or

- (3) the 22nd consecutive calendar day after the student's last date of recorded attendance in a program course, if the student withdrew from the program course or the program and such calendar day occurred before any applicable date in Item (2) immediately above in this section.

Return of Tools

- (a) If the student withdraws or is terminated from any program course, the student may return to the school any of the tools purchased by the student from the school for use in that program course if all of the following conditions are satisfied:
- the student withdraws or is terminated from the program course within the first 60% of that program course;
 - the school receives all of those tools within 30 days following the student's withdrawal or termination date; and
 - all of those tools are in good condition when received by the school.
- (b) If any of the above conditions is not satisfied, the student will be obligated to the school for the entire cost of those tools.
- (c) If all of the above conditions are satisfied, the student will be obligated to the school for a percentage of the cost of those tools, that is the same percentage as the percentage of that program course's tuition for which the student is obligated to the school under the Refund section above.

Return of Federal Financial Aid

If the student withdraws or is terminated from the program, depending on when his or her withdrawal or termination occurs during the quarter, the student and/or his or her parent(s) may be ineligible to use a portion of any federal student financial aid awarded to the student and/or his or her parent(s) for use in that quarter.

- (a) If the student's withdrawal or termination from the program occurs:
- within the first 60% of the quarter, the amount of federal student financial aid awarded for use in that quarter that the student and/or his or her parents may use is a proportional calculation based on the percentage of the quarter that has elapsed as of the student's withdrawal or termination date; or
 - after the first 60% of the quarter, the student and/or his or her parents may use 100% of the federal student financial aid awarded for use in that quarter.
- (b) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid remitted to the school to satisfy the student's obligation for tuition, fees or other costs of the student's education:
- federal law requires the school to return to the appropriate party(ies) such unusable aid;
 - the school will advise the student of the amount of such unusable aid returned by the school; and



- the student will be liable for an amount equal to the portion of such unusable aid for which the student is obligated to the school under the Refund section above, and will immediately pay that amount to the school in full.
- (c) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid received by the student and/or the parent(s) and not remitted to the school:
- federal law requires the student and/or the parent(s) to repay to the appropriate party(ies) such unusable aid; and
 - the school will advise the student and/or the parent(s) of the amount of such unusable aid.
- (d) Any return or repayment of unusable federal student financial aid required under this section will be paid first to eliminate any outstanding balances for any federal student financial aid received by or with respect to the student in the following order and priority and within the time period prescribed by law:

1 st : unsubsidized Federal Stafford loans;	5 th : Federal Perkins loans;	9 th : Federal Academic Competitiveness Grants;
2 nd : subsidized Federal Stafford loans;	6 th : Federal PLUS loans;	10 th : Federal National Science and Mathematics Access to Retain Talent Grants; and
3 rd : unsubsidized Federal Direct Stafford loans;	7 th : Federal Direct PLUS loans;	11 th : Federal SEOG Program aid.
4 th : subsidized Federal Direct Stafford loans;	8 th : Federal Pell Grants;	

NOTE: The Cancellation, Refund and Return of Tools sections contained herein apply to a student who is a resident of the state in which the school is located. A student who is a non-resident will be subject to the Cancellation, Refund and Return of Tools sections contained in the student's Enrollment Agreement with the school.

Cancellation and Refund Requests

Any cancellation or refund request by a student should be made in writing and mailed to Director, ITT Technical Institute, 440 South Melrose Drive, Suite 100, Vista, California 92081. If the student is a minor, however, the request must be made by the student's parent or guardian.

4.12 What are the qualifications of the financial aid officer?

The Director of Finance (DOF) is Catherine Cook. She was hired in 2011 at the Vista Learning Site as an Assistant Director of Finance and was promoted to Director of Finance in 2014 as Vista became its own separate campus from National City. Prior to this, she was a Senior Financial Aid Officer at Kaplan College for 8 years.

Inger Hopkins was hired in 2010 at the Vista Learning Site as a Financial Aid Coordinator and moved into the Senior Financial Aid Coordinator position in 2013 and is currently working at the Vista main campus location. Prior to ITT Tech, she has worked in the banking and loan industry for several year.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

The DOF attends quarterly training updates and enhancements from our Headquarters via web/lync conferencing. The DOF also attends VA/VPAC/WAVES/CASFEE training workshops on a yearly basis. The DOF has current state association membership with CASFAA.



4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

The campus promotes student loan repayment early in the enrollment process via entrance counseling. Further, each borrower is provided with a copy of his/her Cost Summary and Payment Addendum to Enrollment Agreement (CSPA) which outlines the specific financial obligations for the academic year (three academic quarters). During each subsequent academic year, a new CSPA is provided and a financial aid coordinator reviews any changes with the student. Each student is advised during his/her initial interview and during the second week of class when an entrance interview is done. They are further advised at the beginning of each subsequent academic year during their campus tenure. Finally, when they leave the campus, an exit interview is conducted covering responsibilities to student loans, an overview of balances due for loans, the grace period for loans and different payment options are reviewed. The student is given a debt management guide, deferment eligibility chart and a repayment estimator chart to help assist in making decisions about their student loans. Contact numbers and email addresses of lending institutions and other important offices are provided to students for possible future use. Exit interview documents are sent by certified mail if the student is unavailable for an interview.

4.13.1 What is the cohort default rate for the last three years?

Year: 2010 **Rate:** 28.6% (3 YR CDR)

Year: 2011 **Rate:** 22.4% (3 YR CDR)

Year: 2012 **Rate:** 18.9% (3 YR CDR-Draft Rate as of February 2015)

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.

The campus does not offer a cash discount.

STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

The campus holds student orientation sessions for each group of starting students. The orientation is usually held in the evening each quarter. Family and friends are invited to accompany new students to this orientation event. The Director welcomes students and describes the world of postsecondary technical education and their potential for success. The Dean, faculty and functional managers then meet and greet new students and utilize the orientation to reinforce program expectations.

Financial aid staff also meet with students, as needed, to ensure that financial paperwork and related requirements have been, or are being, completed. Career Services personnel are available to answer questions about career choices and trends. It is the objective of the campus that every student understands the campus and program expectations, all questions have been answered and the student is confident about starting a new program of study.

Essential components of orientation sessions include a review of campus policies and expectations, good study habits, grievance policy overview and general questions. ID pictures are taken for new students who need them. The Dean reviews the campus' attendance policy, the student handbook and resource guide. Students are then divided into their programs of study to discuss specific program expectations with faculty who serve as Subject Matter Experts.

The atmosphere during orientation is kept light and engaging. By dividing the students into programs of study, the presentations can be short and informal, allowing the opportunity for students to ask more questions.



4.16 Describe all academic and personal counseling services offered.

The campus does not currently employ a professional counselor; the staff limits assistance to advisement. Any need for further counseling is referred to outside professional services. There are many human-social service and mental help agencies in the area and a comprehensive listing of agencies and offices that can offer aid to students at little or no cost is available in the office.

The director of each department is responsible for the continued monitoring of student advisement. Faculty members form the “first line” of the advising process as they have contact with students on a daily basis and are typically first to address attendance, academic, disciplinary and personal problems. Academic issues, if unresolved at the first level, are referred to the Dean. Student advising sessions are documented in IRIS/S3 (the centralized databases). The Dean meets regularly with faculty to evaluate the progress of students and review the status of the advising session documentation. The IRIS/S3 system assists the campus in this process by allowing a sharing of information about each student to the appropriate staff members and applicable AAC leadership.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

Qualifications are provided in the Administration and Faculty sections of the campus catalog.

4.17 Describe the retention program.

We have established two primary initiatives for improvement of retention:

1. **Absent student calling procedure.** This procedure requires that instructors enter their attendance by 6:30 p.m. Phone calls are made to absent students by instructors at the first break. The calls to the absent students in the hopes that they are already on their way to school or at least give us an opportunity to encourage them to attend. Additionally, the Dean follows up with a phone call if this is not the student's first absence, and the student will be given academic advising the next time they are on campus.
2. **Tutoring program.** We have three types of opportunities for our students to receive additional help. The first being the established weekly tutoring times for students to attend sessions with faculty. The second is peer tutoring managed through the various clubs (National Technical Honor Society, IT Club, and Electronics Club). A student who has more specific tutoring needs can fill out a form that is available in the LRC to submit his/her specific request. That request is then discussed with the Dean to try to accommodate the needs of the student.

Additionally, we now have two Subject Matter Experts. Mr. Pat Cubel is the designated Subject Matter Expert in the School of Electronics and Mr. Howard Smith is the Subject Matter Expert in the School of Information Technology. Both instructors have an open schedule and are available for office hours and tutoring to the student when requested. With two sound subject matter experts in place, we will continue to improve. We also identified two courses in our electronic program that, when offered in the same quarter, presents a challenge for our students. We have since scheduled these two courses in two different quarters which should continue to help improve our performance.

Attrition is the counterpart to retention; attrition is regularly monitored by the campus. Student engagement is also monitored regularly. Attrition and Student Engagement are indicators of success or failure in retaining students. Historical data shows that no program is performing significantly above or below the campus' attrition or student engagement goals and therefore, each program of study is deemed to be following the practices set forth by the institution as a whole. However, improvements can always be made and faculty will be challenged to improve on their current successes. Programs trending below stated goals are the first programs to be



reviewed for opportunities for improvement. Those trending above the current goals are potential sources for identifying best practices that can help those programs that are trending low. Each program is considered important in achieving both program-level and campus-level goals related to retaining our students.

Student Course Evaluations reveal some valuable insight into factors contributing to student retention. Results indicated that the campus should focus new initiatives aimed at improving in the areas of:

- Equipment (e.g., software, network performance, labs)
- Learning Resource Center/Virtual Library

Goals and Initiatives to Improve Retention

Retention rates are a priority with ITT Technical Institute and are critical in fulfilling its mission. Procedures are in place to identify potentially high-risk students and with the help of internal reports and surveys to monitor retention/attrition and student engagement, the campus will strive to achieve above-average student retention rates.

Additional goals and initiatives related to improving retention include:

- Address issues identified in survey responses.
- Increase opportunities to build a sense of community.
- Students needing additional one-on-one attention will have increased tutoring opportunities with expanded office hours and additional peer mentors.
- Provide a number of academically-focused student activities, such as a student news bulletin board, membership in clubs and associations and the career-related training exercises mingling outside professionals and students. The purpose is to foster a sense of community among the student population so that the student may find additional motivation to continue as a student during difficult times.
- The Dean, through the assistance of the Registrar, maintains a watch list of students with excessive tardiness and/or absences. The Dean and the instructors are responsible for follow-up with students who have excessive absenteeism.
- Student feedback will be continually assessed and new initiatives developed as needed.
- Instructors will be observed as outlined by ITT/ESI policy and development goals established to enhance their effectiveness in the classroom. Instructors will also be held accountable for contacting students who are absent from class.

4.18 Describe employment services offered to students.

Career Services

The school's career services as specified below, are available to students and interested graduates, but the school does not make any promise or representation whatsoever to any student or graduate: (1) that the student or graduate will obtain any employment, whether full-time, part-time, upon graduation, during school, related to his or her education or otherwise; or (2) regarding any career opportunity, position, salary level and/or job title in any employment that the student or graduate may obtain, whether during school or upon graduation. No employment information or career service provided by the school to any student or graduate will be considered by the student or graduate, either expressly or impliedly, as any: (a) guarantee or promise of employment; (b) likelihood of employment; (c) indication of the level of employment or compensation any student or graduate may expect; or (d) indication of the types or job titles of positions for which students or graduates may qualify. Students and graduates are encouraged to not place restrictions on their job search endeavors regarding location, starting salary or specific benefits, as doing so may similarly restrict employment options and opportunities. Any employment that a student or graduate may obtain with the help of the school's career services will, in all probability and likelihood, be at an entry-level position.



Part-time Career Services

The school will assist any interested student in finding part-time work during his or her enrollment in a program of study at the school. The student must schedule his or her part-time employment so it does not interfere with the student's Class Schedule.

Graduate Career Services

The student will be advised of job postings and interview opportunities. Students will also be advised of where to access information on how to prepare for and appear at job interviews and how to conduct himself or herself during job interviews. The school offers helpful reference sources to assist the student in locating firms and geographic areas within the United States that offer employment opportunities related to his or her education. Job search activities generally intensify as the student nears graduation, so the student is encouraged to maintain contact with the Career Services Department and utilize its assistance. The Career Services Department is available to consult with any interested student regarding career opportunities that may be available to him or her upon graduation. Alumni are also welcome to contact the Career Services Department for information on career opportunities. The graduate may have to relocate to take advantage of employment opportunities he or she may receive from potential employers.

4.18.1 Describe how placement verification is documented.

Company Policy CS-3 outlines specific, detailed procedures for documenting valid employment. It is the responsibility of the Director of Career Services (DOCS) to document a valid employment based on company procedures. The DOCS, graduate, or employer (if available) completes a Graduate Employment Information (GEI) form upon learning of a valid employment as outlined in CS-3. The GEI form is maintained in the graduate file. Career Services files are included in the AAC's campus audit reviews.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Career Services focuses on connecting our graduates with the career goals they are targeting upon completion of their academic degree programs. This connection is accomplished through student development, employer relationship building and ultimately assisting the graduate in connecting with a professional career.

Graduate Surveys: All graduates are surveyed electronically six months following their date of graduation. Graduate Satisfaction Survey results are reviewed by the institution's management as well as ITT/ESI National Career Services management and other subject matter experts within ITT/ESI as applicable. Issues requiring training or additional focus are reviewed and addressed by the National Director of Career Services. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

The campus builds relationships with local, regional and national employers to help benefit both the employers and ITT Technical Institute graduates. The Career Services Department at each ITT Technical Institute connects employers who are seeking certain skills, knowledge and characteristics in prospective employees with ITT Technical Institute graduates who meet those requirements.

Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism and soft-skills relating to the individual graduate's performance.

Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention.



Advisory Committee meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

4.20 Describe the programs of extracurricular activities, if any.

Students are encouraged to participate in a variety of extracurricular activities during their school tenure. Activities include:

Student clubs and professional organizations:

- NTHS (National Technical Honor Society)
- Information Technology Club
- Electronics Club
- Quarterly Student Deans List
- LRC Tutoring Services

4.21 Describe any areas needing improvement in the area of relations with students.

The primary focus of ensuring a positive student experience is the timely resolution of feedback we receive from our students. The Student Success Committee (SSC), comprised of the same core group as the CEP Committee, meets on a regular basis to review the student feedback, surveys and community engagement.

To improve overall relations with the students, representatives maintain active communication with students through quarterly one-on-one meetings and phone calls if students have missed classes or drop a class. Additionally, students are provided ongoing opportunities to voice concerns and get their concerns resolved expeditiously.

Student services are continuously reviewed and evaluated for improvements. The faculty and staff are committed to providing quality education and customer service.



5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200 and 3-6-400 of the *Accreditation Criteria*.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

The mission statement provides ITT Technical Institute with a description of the desired institutional environment plus a compelling call for action for all employees. Equally compelling is the call to strive continually to establish an environment for students and employees that promotes professional growth, encourages each person to achieve his/her highest potential and fosters ethical responsibility and individual creativity within a framework of equal opportunity. The mission statement is a living process that continues to drive student, employee and financial resources to establish ITT Technical Institute as a leader in education. The AAC believes that its facilities, faculty, staff and employer-driven curricula support this objective.

ITT Technical Institute bases its operating philosophy on the following:

- Programs of study foster critical-thinking, communication and teamwork skills while reinforcing the theoretical and in most programs applied principles of technology.
- Student support services facilitate the matriculation process and help students begin to prepare for career opportunities. Such services include assistance with housing and in applying for financial aid; advising; tutoring; assisting graduates with finding employment; and other special support programs as needs are identified.
- Cultural and ethnic diversity in its faculty, staff and student body are encouraged.
- Course content is reviewed regularly to respond to changes in technology and industry needs.
- Each program of study integrates technology, lifelong learning and professional development activities.
- Each program of study offers a learning environment that fosters communication and critical-thinking skills.
- Public service programs, civic engagement and charitable activities are promoted as part of the education process to reinforce society's need to develop an informed, sensitive and responsive citizenry.



5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

The campus' degree programs blend traditional academic classroom study with applied hands-on or virtual laboratory activities, to prepare students for technological careers. A growing body of research points to "active learning" as a way to engage students, cultivate critical thinking and improve the overall educational experience. Active learning is a process whereby students talk, listen, read, write, compute, analyze and reflect as they immerse themselves into an applied learning environment. This approach lessens the dependency on rote memorization. Students grasp scientific and technological principles more thoroughly and more efficiently when education includes the active learning experience. In a laboratory setting, theoretical principles are tested via practical application of the technology being studied.

Most full-time students take one general education and two core courses each quarter. The concentrated blocks of time, at a consistent time of day for most students, help avoid the scheduling problems that a traditional collegiate schedule might pose for students with full-time employment and family commitments.

Each individual course meets at least 11 times in a twelve-week academic quarter. First quarter courses for all programs are offered each quarter provided sufficient student interest is demonstrated. Most students attend four quarters per year and can complete an associate degree program within two years.

General education and a limited number of core courses are taught in residence or online in order to provide students with greater flexibility to complete those courses. Only those students who establish that they are academically qualified will have the option of taking their courses online. Students who take courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes.

The current program offerings and objectives are as follows:

INFORMATION SYSTEMS AND CYBERSECURITY

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level information systems and cybersecurity. This program introduces students to a variety of topics, such as assessing the security needs of computer and network systems, various computer and network safeguarding solutions and managing the implementation and maintenance of security devices, systems, procedures and countermeasures.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving information security. The positions may involve the design, configuration, installation and/or maintenance of information technology security systems.

SOFTWARE DEVELOPMENT

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of skills utilized in entry-level software design, software administration and software development positions. Students will be exposed to knowledge



and skills of programming, website design and development and mobile application design and development.

Career Opportunities - This program offers students an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level programming, application design and software development positions, such as programmer, software engineer, web developer and application developer.

NETWORK SYSTEMS ADMINISTRATION

ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer network systems administration positions. Students will be exposed to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level network systems administration and support positions, such as network administrator, network technician, network specialist, information technology specialist, local area network (LAN) or wide area network (WAN) administrator.

SOFTWARE DEVELOPMENT

ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills used in entry-level software development, software analysis and application design positions. Students will be exposed to various aspects of programming, databases, website design and the development of a software product.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that they can use to help them pursue careers in a variety of entry-level programming, application design and software development positions, such as Web developer, systems analyst, database programmer or testing analyst.

ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level positions in electrical engineering and communications technology. Students will be exposed to a variety of basic electronics and computer principles and technical skills in both theory and practical application in a laboratory environment. Students explore various topics in electrical circuitry, testing, systems analysis and testing, systems maintenance and report preparation.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electronics and computer technology fields.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electrical engineering and communications technology.

ELECTRICAL ENGINEERING TECHNOLOGY

ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level electrical and electronics technician positions. Students are exposed to the theory of various electronics and electrical circuitry in a classroom environment and to various techniques and applications in a laboratory environment.



Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electrical and electronics engineering technology positions, such as electronics technician, service technician, telecommunications technician and engineering technician.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electrical engineering technology.

DRAFTING AND DESIGN TECHNOLOGY

ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer aided-drafting (CAD) and design positions. Students are exposed to CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms and records. Students will be exposed to both classroom theory and laboratory projects.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving drafting and design and may include mechanical drafting and design, Building Information Modeling (BIM), architectural drafting and design, parametric modeling, civil drafting and design and structural detailing.

INDUSTRIAL ENGINEERING TECHNOLOGY

ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level industrial and manufacturing positions. Students will be exposed to various aspects of optimization, human factors, economic analysis, industrial processes, industrial planning procedures, computer applications and report and presentation preparation.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue employment in a variety of entry-level positions that utilize various aspects of industrial engineering technology in both service and manufacturing organizations, such as industrial engineering technician, quality technician, test technician and manufacturing technician.

PROJECT MANAGEMENT AND ADMINISTRATION - PROJECT MANAGEMENT AND ADMINISTRATION OPTION, CONSTRUCTION OPTION AND INFORMATION TECHNOLOGY OPTION

BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level project management and administrative positions. Students will be exposed to a variety of skills relating to planning, organizing, implementing, leading and controlling the work of a project to meet the goals and objectives of the organization. The program explores various areas of the Project Management Body of Knowledge (PMBOK®).

The Project Management and Administration option of the Project Management and Administration program helps students understand the project planning process, including the project life cycle, requirements and scope and quality assurance plans. Core competencies include tools and techniques used in project management for planning, scheduling and creating strategies to identify risks and quantify their impact.

The Construction option of the Project Management and Administration program exposes students to a variety of techniques utilized to manage, coordinate and supervise the construction process from concept development through project completion on timely and economic bases.



The Information Technology option of the Project Management and Administration program helps students understand how to apply principles of information technology, computer systems management and business operations to the planning, management and evaluation of information technology in organizations.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level project management and administration positions.

ACCOUNTING

ASSOCIATE OF SCIENCE DEGREE

Objectives – The program exposes students to fundamental knowledge and skills utilized in entry-level accounting. Students will be exposed to a variety of skills used to provide technical administrative support to professional accountants and other financial management personnel. Students are introduced to a variety of accounting topics, including posting transactions to accounts, record-keeping systems, accounting software operation and general accounting principles and practices.

Career Opportunities – This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level accounting and bookkeeping positions.

BUSINESS MANAGEMENT

ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental skills utilized in a variety of entry-level business positions and offers a foundation to help students develop business knowledge and skills. The program introduces the fundamentals of marketing, accounting, communications, supervision and management. Students are exposed to teamwork concepts, technology and multiple approaches to problem solving.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level business positions.

CRIMINOLOGY AND FORENSIC TECHNOLOGY

ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics and investigations. This program contains report writing, communications, problem solving and computer coursework designed to help students prepare for entry-level positions in the field of criminal justice.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level corrections, criminology and investigative positions.

*This program of study may not qualify a graduate for a career in law enforcement involving employment as a police officer or agent by federal, state, county, local or municipal authorities. An applicant must contact the applicable governmental authority prior to beginning the program at the school to determine if there are any specific requirements and/or qualifications that a candidate must satisfy to be eligible for employment as a police officer or agent by that authority. Those requirements and/or qualifications may include, among other things, that a candidate must: (a) successfully complete an academy or other specialized training; (b) be younger than a certain age; (c) pass a physical, mental and/or personality examination; (d) pass a background check; (e) not have a criminal record; (f) be a



graduate from an institution that is regionally accredited (as opposed to nationally accredited, such as ITT Technical Institute); (g) complete a certain number of credit hours or a certain type of degree program at an accredited postsecondary educational institution; (h) have served a certain number of years in the military; (i) have a certain number of years of prior law enforcement experience; (j) be a U.S. citizen and/or a resident of the governmental authority's jurisdiction; (k) have earned a bachelor or graduate degree in certain areas of study; and/or (l) have a valid driver's license.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

Martha Gonzalez, Dean, is responsible for the overall administration of all academic programs. Please refer to Q 4.7.

5.2.2 Administration of each academic program offered.

The Dean provides overall academic administration. Mr. Pat Cubel is the designated Subject Matter Expert in the School of Electronics and Mr. Howard Smith is the Subject Matter Expert in the School of Information Technology. Both instructors have an open schedule and are available for office hours and tutoring to the student when requested.

5.3 Describe the role of the faculty, administration and others in establishing the educational programs.

Faculty Governance

The academic functional structure within the ITT Technical Institutes promotes collaborative governance and faculty participation in academic governance is critical. Through curriculum committees and the faculty portal as described below, faculty members participate in curriculum content development and revision. Such faculty participation may supplement other efforts to align course content with the industry needs and trends.

Each ITT Technical Institute's Campus Effectiveness Plan (CEP) provides faculty members an opportunity to develop and enhance initiatives addressing student engagement, student retention and student learning.

Our faculty governance furthers the established ITT Technical Institute's cultural values, which are:

- Committed to our Mission – Commitment to making a difference in people's lives.
- Integrity and Ethics – A fair and ethical operating style with commitment to high standards of integrity and compliance.
- Respect for Others – Treating others with respect and courtesy.
- Customer Focus – Strives to meet and exceed customers' expectations.
- Drive for Results – An above-average performer achieves measurable results while demonstrating personal accountability, conscientiousness and perseverance.
- Structure – Operating within the ITT Technical Institute structured environment.

Faculty Committees

National Curriculum Committees: Curriculum development and revisions are conducted under the guidance and oversight of National Curriculum Committees. A National Curriculum Committee is comprised of faculty members usually representing each District. The Managing Director of Instructional Operations for the respective school of study coordinates the Committee's efforts and publishes curriculum updates. Faculty direct their curriculum specific feedback to their respective District representative on the National Curriculum Committee.



Campus Effectiveness Plan (CEP) Committee: The campus has a CEP that is developed under the guidance of a CEP Committee comprised of various school personnel. The CEP is reviewed periodically and faculty members should participate during such scheduled reviews. The purpose of the CEP is to develop strategies and formulate goals and objectives for student retention, learning outcomes, graduate employment and student/graduate/employer satisfaction. Periodically, the CEP Committee also reviews the equipment and facility needs of the school.

Learning Resource Center (LRC) Committee: The LRC Committee is chaired by the library staff member and is comprised of faculty members, Chairs, the Dean and other school personnel. The committee periodically assesses the current inventory of LRC resources, reviews emerging LRC needs identified by its members and recommends procurement of additional resources for the LRC. The school library staff member submits an annual LRC report to the Corporate Librarian highlighting school's LRC operational statistics and plans.

Faculty Portal

The faculty portal at <https://myportal.itt-tech.edu/faculty/Pages/default.aspx> provides required instructional support documentation for faculty members. The Curriculum Management section of the faculty portal lists syllabi, instructor primer and program implementation outlines for each course. For his or her assigned courses, each faculty member has permission to download the complete set of instructional materials from the faculty portal. The faculty portal also has information and definitions for desired student learning outcomes and learning outcome assessment metrics. The faculty portal has an information tab for Program Curriculum Committee members. Faculty members are encouraged to submit their course curriculum specific feedback to their respective Curriculum Committee district representatives.

To facilitate peer feedback and assistance, a Collaboration Portal is available at:

<http://portal.itt-tech.edu/employee/dept/curriculum/FC/default.aspx>

At this portal location, faculty may review a school of study specific information, for example School of Drafting and Design information is available at:

<http://portal.itt-tech.edu/employee/dept/curriculum/FC/FCDD/default.aspx>

On a specific school of study portal page, faculty may find other information tabs. For example, under School of Drafting and Design, the following tabs and hyperlinks are available:

- DD Shared Documents: At this location, the Drafting and Design Managing Director of Instructional Operations and faculty members share important files and documents with others. Posted files and documents can be downloaded from the site.
- School of DD - External Links: At this location, the Drafting and Design Managing Director of Instructional Operations shares links to external websites that might be of interest to all faculty in the School of Drafting and Design.
- DD Announcements: At this location, the Drafting and Design Managing Director of Instructional Operations posts important announcements for the program of study.
- DD Collaboration Forums: This section contains forums developed for faculty members to collaborate with their peers and colleagues. Faculty members can respond to each other and share files via discussion forums.

Faculty members can set up "Alerts" on these sections to receive an email alert when content is added, changed or removed. Faculty members are provided with a Faculty Collaboration User Manual on the Faculty Portal.



Curriculum Development

The curriculum for a new or updated program is not created solely from a person or a group; it is developed over a period of time and involves dozens of educators and industry experts, both inside and outside the AAC. The curriculum development process generally can be broken into three stages:

- Concept exploration
- Research
- Content development

Concept Exploration

The Curriculum department includes Managing Directors of Instructional Operations who specialize in a particular industry or area of expertise. Each of these Managing Directors of Instructional Operations keeps up with trends, changes and standards in their specific industries, through attendance at industry conferences; participation in industry trade associations; reading industry journals, books and news; consultation with textbook publishers, hardware and software vendors; technology service providers; and interaction with other educators in that field. In addition, they interact with central campus faculty, who bring their unique experiences to bear on industry directions. Advisory Committees comprised of employers provide input through surveys and meetings at each school.

Periodically the department holds curriculum meetings with curriculum committees, comprised of faculty from various ITT Technical Institutes, in which the findings of all the above sources are discussed and an assessment of potential responses to recent industry trends is conducted. From these curriculum meetings, arise the early definitions of possible new programs of study, or updates to existing programs. The industry trends and needs and possible program attributes associated with them are analyzed to assist in the overall needs assessment step of the process.

The findings of the needs assessment are then shared more widely with additional internal and external resources to confirm and refine the findings. These resources again include AAC and campus educators as well as outside industry experts. Some of the individuals involved at this point stay with the development program and are referred to as Subject Matter Experts (SMEs).

Research

From among these and other individual members a development task force is formed. Every new program of study and most major program updates all involve such a task force. Development task forces are comprised of a variety of individuals: School Chairs and faculty from various parts of the country, professionals working in the industry related to the specific curriculum, academics in the specific discipline related to the program and SMEs and writers from textbook publishing companies.

Under the guidance of the Managing Directors of Instructional Operations, the Curriculum Committee compiles the specifications around which the curriculum must be created. They include:

- Standards and skill sets identified by national and international academic and industry organizations. For example, standards or skill sets identified by groups such as the International Standards Organization, the Institute of Electrical and Electronics Engineers, the American National Standards Institute, the Electronics Industries Alliance, the Foundation for Industrial Modernization, the American Design Drafting Association and the National Workforce Center for Emerging Technologies (NWCET) have been incorporated into various curricular programs.
- Desired student learning outcomes. Outcomes focus on the skills and knowledge the student must have obtained to progress to the next subject matter or course in the program, as well as what skills and knowledge related to the employment opportunities associated with the program of study. Outcomes may also focus on more than technical skills; they may identify the communication, critical thinking



and business skills desirable for employment areas. Ideas and comments from individual college-level Advisory Committees are incorporated at this stage of the process as well.

- Specific courses that would produce the needed skills, knowledge and outcomes, both technical and general education.
- Content, academic body of knowledge, outcomes and any other aspect required by the accrediting bodies and the many state regulatory bodies to assure quality of program and to verify it to be a college level offering.

Both the industry trends and needs and this in-depth information on skills, knowledge and outcomes are then combined to create a Concept Paper for the curricular program. The assumptions of the Concept Paper are then examined by the Market Research department, which gauges the market demand and trends for the jobs for which the program is targeted. If sufficient market demand is demonstrated, the financial and operational aspects of the program are analyzed. When it is determined that the program is financially viable and operationally feasible, the AAC approves the campus to proceed through the necessary approval processes.

The actual content development process is a complex acknowledgment of these multiple influences:

- industry needs and trends as articulated by employers
- emphasis on demonstrable outcomes
- the “commonly accepted” body of knowledge associated with a subject, as articulated by academe to the accrediting bodies
- multiple learning styles of students

Content Development

Emphasis on Industry Standards

As mentioned above, employer priorities play a significant role in the initial creation of a program or course and continue to influence when and how a program or course is updated. The strong emphasis on industry standards is one of the key differences between the development process used by the institution and those used by many of the “traditional” four-year colleges and universities.

Industry trends and employer needs are assessed both at the national level, through interaction with industry associations and skills standard boards and at the local level through industry Advisory Committees and faculty input. The campuses are divided into geographic districts, each with a faculty representative reporting the employer needs and faculty observations of that district to the centralized Curriculum department.

While the resulting curricula meet or exceed the academic requirements of accreditors, closer attention is paid to industry trends and emphasis to assure that the outcomes toward which the curriculum is directed are employer-centered. Use of industry trends as the prime driver also results in more frequent updates of curriculum than would be the case if academic standards were the driver, since industry changes are much more rapid. Technology programs in particular must acknowledge new developments in both software and hardware, which also cause program revisions.

Emphasis on Outcomes

The emphasis on outcomes is prevalent through all levels of a curriculum: at the program level, course level and unit level. This emphasis also is the reason behind the use of centralized program and course design—to ensure consistent quality of outcomes. These horizontal and vertical controls are employed because the standards on which the curriculum is based are “hard” standards. Often there is only one correct answer and only one methodology or order of steps to reach the correct answer. For this reason, exams are standardized and performance-based to ensure that the desired outcomes can be demonstrated by the student.



The centralized curriculum development model also means that the faculty can devote more focus on classroom activities. This “customer-centered” focus is also in contrast to the more “content centered” model often associated with traditional degree programs, in which the faculty member has emphasized development of the program content, which is transmitted via lecture. While the content and outcomes are proscribed at all levels of the curriculum, the individual faculty member is responsible for selecting learning activities at the unit level so that the students’ learning styles and academic abilities can be accommodated in the classroom or lab.

Education as a Foundation

Anecdotal evidence also reinforces that, even while employers had to focus on their short-term labor needs, they knew that in the longer term they would be better served by employees with an appropriate educational foundation that would allow for continued learning as job responsibilities grew and technology evolved. Certification programs are viewed as a practical means of exposure to new developments in technology but not a substitute for the industry foundation needed to apply a new technology.

These are the reasons that the curricula emphasize the understanding of foundation knowledge as much as the acquisition of core skills. The core courses provide layers of inter-related foundation content, enhanced by “soft skill” courses selected to relate to the specific program.

Employers also emphasize the importance of these “soft skills.” Critical thinking, problem solving, communication and teamwork skills are essential. In today’s rapidly changing work environment, it is also important that students know how to be independent learners and be able to logically process and apply new information. Modern workers also must be prepared to be part of work teams that include workers from various specialties and to “translate” the needs or requests from other departments into solutions.

Although general education courses must meet the strict academic body of knowledge standards for the area of study, they are also designed to assist the student in the development of the required “soft skills.” Like their core counterparts, the course focus is on the demonstration of the skills rather than just the theory. The standardized curriculum includes projects that require critical reading and thinking, problem solving, communication and teamwork skills as the student applies the required theory.

The core and the general education courses are designed to work hand in hand to provide students with a solid academic foundation and the skills to be continuous learners throughout their careers.

Campus faculty members play a key role in the development and delivery of the educational programs. Faculty members in some locations serve on National Curriculum Committees as previously described. All faculty members have the ability to recommend changes or additions to existing curricula by working through the established communications systems. Each faculty member also has the authority to add up to 20% of additional objectives to the stated course objectives based on that faculty member’s expertise and experience. The following individuals participate from the campus on National Curriculum Committees:

5.4 Describe how the educational programs reflect the needs of the students and the community.

The AAC conducts a study prior to the implementation of any program. This study includes evaluating market research and the extent to which current demand is met by similar programs in the community.

Existing programs are regularly reviewed. These reviews include student, graduate and employer surveys, marketing results, student outcomes, feedback from Advisory Committees and other available resources. Such reviews indicate that the programs are meeting the basic needs of the students and the community/employers in which they serve.

As employment opportunities become more competitive, new employment requirements are emerging. Employers want workers who know the required technology, but these same employers also want workers who can reason, solve problems, communicate clearly, learn new skills and work effectively in teams. Programs have been specifically designed to teach students in each of these critical areas. ITT Technical Institute’s collaboration with the employers of its graduates provides valuable feedback to help maintain the currency of



its existing curricula and to provide guidance for developing new curricula to meet their ever increasing needs. Students ultimately reap the benefit of this collaboration because their program of study exposes them to the knowledge and skills to help them be successful in their employment.

5.5 How are provisions made for individual educational differences among students?

Individual differences among students are provided for based on the particular difference. Students enrolling with previous college credits may receive transfer credit in their program of study provided the requested transfer courses comply with the established transfer of credit policy. Additionally, applicants may request in writing that they be granted credit for demonstrated knowledge and competency. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score as required by the school.

Faculty members encourage all accelerated students to undertake extra projects and to assist fellow students whenever possible.

Below average performers are advised by their faculty and/or School Chair whenever a problem is identified. If it is determined that skills are below average, students are encouraged to attend tutoring sessions. Tutoring with the faculty and/or School Chair is available by appointment and typically conducted out of the LRC. Individual education plans for students with identified learning disabilities may be developed in accordance with AAC policy.

Other student differences are addressed within the guidelines established by the AAC.

5.6 How are the community resources utilized to enrich the programs?

Community resources are an integral part of the programs and services offered at the campus. These resources are intended to serve as a conduit for expert advice to flow from business and industry to the campus and, in turn, for program awareness to flow from the campus to the community.

Guest speakers from various industries and the community are invited to speak in relevant classes. They are also invited to be part of the campus Advisory Committees and/or guest speakers. In addition to guest speakers, field trips to industry locations and technical exhibitions are used to enhance the learning experience within a given program of study.

Members of the Advisory Committees also play a key role in program review since they are used to offer advice or assistance in the following areas:

- Guest Speakers
- Field Trips
- Curriculum
- Industry trends
- Employer needs
- Equipment
- Laboratory layout
- Instructors
- Assist with faculty professional development
- Job opportunities for students

5.6.1 Describe how the utilization of these resources is documented.

The campus maintains a community resources binder. Advisory Committee meeting documentation includes a sign-in sheet, agenda and meeting minutes and documentation to support field trip and guest speaker activity is maintained.



5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

As outlined in the Faculty Handbook: The academic functional structure within the ITT Technical Institutes promotes collaborative governance and faculty participation in academic governance is critical. Through curriculum committees and the faculty portal, faculty members participate in curriculum content development and revision. Such faculty participation may supplement other efforts to align course content with the industry needs and trends.

Each ITT Technical Institute's Campus Effectiveness Plan (CEP) provides faculty members an opportunity to develop and enhance initiatives addressing student engagement, student retention and student learning.

Our faculty governance furthers the established ITT Technical Institute's cultural values, which are:

- Committed to our Mission – Commitment to making a difference in people's lives.
- Integrity and Ethics – A fair and ethical operating style with commitment to high standards of integrity and compliance.
- Respect for Others – Treating others with respect and courtesy.
- Customer Focus – Strives to meet and exceed customers' expectations.
- Drive for Results – An above-average performer achieves measurable results while demonstrating personal accountability, conscientiousness and perseverance.
- Structure – Operating within the ITT Technical Institute structured environment.

5.7.1 How was the academic governance policy communicated to the faculty?

Through faculty orientation and the Faculty Handbook which all faculty members are required to acknowledge.

5.8 Is there a detailed syllabus on file for each course?

There is a detailed syllabus maintained in the curriculum database for each active course.

5.8.1 How are syllabi developed?

The syllabus is developed by the AAC's Curriculum department under the supervision of the Managing Director of Instructional Operations (who possesses the relevant content expertise). The syllabus is made available to the campus for its classroom delivery via a centralized curriculum database and is distributed directly to the students by the appropriate faculty member.

The syllabus contains the following:

- Cover page, which contains course name, course number, contact hours, credit hours and pre/co-requisites (if any) and instructional contact hours/credits,.
- Detail on the learning objectives, instructional materials and references, topical outline of the course, instructional methods, out-of-class learning activities and assignments, assessment criteria, method of evaluating students and the date the syllabus was last reviewed.

The Instructor Guide is subdivided into units/lessons and includes the unit title, topics, overview, objectives, activities, assignments, resources and in some cases labs or projects. In recently revised course guides, the faculty guide will also contain references, notes and facility/equipment/tool information for the faculty.

5.8.2 How often are the syllabi revised?

The syllabus is periodically revised to accommodate:



- Recommendations made by administrators and faculty via the Curriculum Committee
- Enhancements made due to changes in technology
- Changes due to textbook replacement
- Changes in application software
- Enhancements made due to adoption of innovative classroom delivery methods
- Recommendations made via the Advisory Committee members

5.8.3 Describe the process for revising syllabi.

The syllabus is revised by the AAC's Curriculum department under the supervision of the Managing Director of Instructional Operations (who possesses the relevant content expertise).

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

The program outline included in each developed course syllabus provides the anticipated number of hours for "Outside Prep Time." For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a "time-based option" for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

5.9 Describe any internship/externship programs, indicating name of program, procedure and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

ITT Technical Institute, Vista, does not have any active programs at this time with an internship or externship component.

5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

For curriculum evaluation and revision/improvement, input is received from faculty, students, graduates, employers of graduates, local Advisory Committees, Managing Directors of Instructional Operations, Curriculum Committees and outside consultants hired by the AAC. Utilization of these resources is substantially equal across program curricula.

The expectation that faculty members participate in recommending improvements to curriculum design is expressly stated in the job description for instructors. Each faculty member has the following means available for communication on curriculum improvement:

- **National Curriculum Committees:** Curriculum development and revisions are conducted under the guidance and oversight of National Curriculum Committees. A National Curriculum Committee is comprised of faculty members representing each District. The Managing Director of Instructional Operations for the respective school of study coordinates the Committee's efforts and publishes curriculum updates. Faculty direct their curriculum specific feedback to their respective District



representative on the National Curriculum Committee.

- Campus Effectiveness Plan (CEP) Committee:** The campus has a CEP that is developed under the guidance of a CEP Committee comprised of various school personnel to include faculty. The CEP is reviewed periodically and faculty members should participate during such scheduled reviews. The purpose of the CEP is to develop strategies and formulate goals and objectives for student retention, learning outcomes, graduate employment and student/graduate/employer satisfaction. Periodically, the CEP Committee also reviews the equipment and facility needs of the school.
- Student Success Committee (SSC):** Comprised of the same core group as the CEP Committee, the SSC meets on a regular basis to review the student feedback, surveys and community engagement.
- Faculty Portal:** The faculty portal has an information tab for Program Curriculum Committee members. Faculty members are encouraged to submit their course curriculum specific feedback to their respective Curriculum Committee district representatives. To facilitate peer feedback and assistance, a Collaboration Portal is available at: <https://portal.itt-tech.edu/employee/dept/curriculum/FC/default.aspx>
- Advisory Committees:** Faculty members are invited to Advisory Committee meetings and the minutes of those meetings are forwarded to the respective Managing Director of Instructional Operations for review and assessment of potential curriculum changes.
- Formal Procedure for Curriculum Change:** The AAC supports program evaluation as defined in procedure CUR 2.0 Curriculum Change Procedure and AA1.2 Program Changes New Program R&D approval which allows proposals for curricula changes to be submitted by faculty members, School Chairs or Deans for review and consideration by AAC management and the appropriate Managing Director of Instructional Operations.
- Faculty/In-Service Breakout Sessions:** Faculty in-service meetings can include a breakout session during which the School Chairs or faculty who serve as subject matter experts meet with faculty and have an open discussion regarding their respective programs of study. It is a systematic and continuous means by which faculty members are given the opportunity to discuss curriculum and recommend changes.

These methods are used to enhance the curriculum and pursue continuous improvement. Students and graduates, Advisory Committees and external consultants, curriculum committees and employers of ITT Technical Institute students are given regular opportunities to help improve curriculum through relevant surveys and/or meetings. Additionally, Managing Directors of Instructional Operations are involved in staying current in the discipline of instructional design through meetings and ongoing review of publications of professional education and training organizations. Consequently, textbooks and equipment are regularly updated to support new techniques and meet the ever-changing work environment.

Any recommendations that require a major curriculum change are presented for consideration and action to the National Curriculum Committee and executive management. Evaluating instructional design is an important part of the AAC's curriculum development function and improvements are regularly and aggressively pursued, keeping in mind the quality of the student's learning experience.

5.10.1 If advisory boards are utilized, list board members and their qualifications.

The campus Advisory Committees are comprised of the following:

**School of Information Technology
(Bachelor of Science Degree – Information Systems and Cybersecurity)**



(Associate of Science Degree – Network Systems Administration, Software Development)

Mr. Jay Banks of Paramount Transportation is a recent graduate of ITT Technical Institute in Vista. Mr. Banks received his Associate's degree in Network Systems Administration and is looking forward to continuing his education at ITT Technical Institute in the Bachelor's degree in Information Systems and Cybersecurity program in the near future.

Mr. Clifford Kaiser, owner of the Strategic IT Group, has a Bachelor's degree from Ohio Institute of Technology in Electronics.

Ms. Martia Ny of E-rehab has over 15 years experience in information technology. She holds a Bachelor's degree in Web Design.

Mr. Jack Frieden is the owner of Friedens Tech Services. He has been in business for over a decade and has experiences in information technology knowledge and project management.

Mr. William Dermott is the owner and operator of Dermott's Connect, a local information technology firm.

School of Electronics Technology

(Bachelor of Science Degree – Electrical Engineering and Communications Technology)

(Associate of Applied Science Degree – Electrical Engineering Technology)

Mr. John O'Hara of Glassbox Technology holds a Bachelor's degree from Penn State and a Master's degree from Rochester Institute of Technology in Electronics.

Ms. Natalie DeMille of Ostendo Technologies holds a Bachelor's degree in Physics and a Ph.D. in Material Sciences from University of California Santa Barbara.

Ms. Alexa Warford of TEK Systems holds a Bachelor's degree in Business Management.

Ms. Susie Huguet of TEK Systems holds a Bachelor's degree in Business Management.

Ms. Terry Grant is owner of Vista Electronics and has been in the business of electronics for 36 years.

5.11 How was the length of each program determined?

Program lengths are derived in the following manner:

- By cumulative credit hour requirements for the appropriate degree, as specified by ACICS and the state governing agency
- Through analysis of market research evaluation of the employment expectations in each of the disciplines
- By means of SMEs' evaluation of the time needed to acquire the knowledge and skills of the field being taught
- Through analysis and evaluation of each program by the appropriate Advisory Committee
- By review of comparable programs at other postsecondary institutions

5.12 Do any programs include training by a third party? If so, please explain.

No.



5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

Not Applicable

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

Not Applicable

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

Not Applicable

5.14.1 Explain the current status in holding such accreditation.

Not Applicable

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

Not Applicable

5.15 How are appropriate course sequencing and prerequisites determined?

Sequencing and prerequisites are determined with input from consultants with both industry and academic experience and through research regarding how programs at institutions similar to ITT Technical Institute sequence similar content.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Curricula follow a logical progression from fundamentals to sophisticated applications. The prerequisites support and reflect the progressive nature of the coursework.

5.16 How is the need for curriculum changes determined?

To help ensure that the campus is meeting the current needs of industry and business, programs are reviewed on a continual basis by the campus and the AAC.

Recommendations from the Advisory Committees (local industry experts), employers, staff, faculty and students/graduates can start the process for a curriculum change. Each School Chair reviews any recommendations for curriculum change and then submits such requests to the Dean and corresponding Managing Director of Instructional Operations. National Curriculum Committees for each program may communicate curriculum recommendations as well. Each of the programs of study is evaluated through surveys with the faculty and applicable graduates. Recommendations for curriculum changes are considered by the AAC's Academic Affairs department before implementation of any changes. If it is a major change, such as the elimination of an existing program or the implementation of a new program, a marketing study is conducted by the AAC before action is taken.

Actual curricula decision-making, including curriculum authoring and resource materials selection, is performed at the AAC, under the direct supervision of the Vice President of Instructional Operations.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

This information is provided in response to Q. 5.3 and 5.10.



5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

Feedback is collected to help evaluate curriculum through the administration of the following surveys:

Graduate Surveys: All graduates are surveyed electronically six months following their date of graduation. Graduate Satisfaction Survey results are reviewed by the institution's management as well as the ITT/ESI National Career Services management and other subject matter experts within ITT/ESI as applicable. Issues requiring training or additional focus are reviewed and addressed by the National Director of Career Services. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

Employer Surveys: In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism and soft-skills relating to the individual graduate's performance.

Advisory Committee Surveys: Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur semi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

Student Course Evaluation Surveys: According to policy SA 12.0 Customer Satisfaction Survey, each student is extended an opportunity to complete an electronic student course evaluation survey during the latter part of each course. Surveys offer students an opportunity to provide feedback concerning their learning experience at ITT Technical Institute. Both faculty and the school academic management team encourage all students to complete the course surveys within stated time frames. Some of the survey questions relate directly to the faculty and provide feedback on instructional methodologies and academic preparation. The Dean or Chair must review the faculty-specific survey feedback with their assigned faculty at the end of the quarter and develop actionable improvement plans.

5.17 What curriculum changes have been made during the last three years?

Refer to **Appendix B-Curriculum Changes** in this document for curriculum change information for ITT Technical Institutes.



5.17.1 What changes are contemplated for the next three years?

No significant changes are planned to the curriculum of current program offerings other than changes recommended by faculty to the course level outcomes and assessments. However, the campus has may introduce several new programs in the future as follows:

School of Study	New Program Name	Credential Level	Program CIP
Electronics Technology	Computer and Electronic Systems Technology	Academic Associate	15.1201
Information Technology	Computer Systems Support and Administration	Academic Associate	11.1006
Drafting and Design	Drafting and Design –Architectural and Civil	Academic Associate	15.1303
Drafting and Design	Construction Engineering Technology	Bachelor	15.1001
Business	Accounting	Diploma	52.0302
Business	Business Management	Diploma	52.0101
Drafting and Design	Drafting and Design Technology	Diploma	15.1301
Electronics Technology	Electrical Engineering Technology	Diploma	15.0303
Information Technology	Network Systems Administration	Diploma	11.1002
Information Technology	Software Development	Diploma	11.0201

The new associate degree programs will require the completion of 93 quarter credit hours while the diploma offerings require 72 quarter credit hours. The diploma programs will allow students with busy schedules to complete a program in a shorter amount of time and give them needed skills to pursue entry-level employment sooner and potentially matriculate into an associate program. The new offerings leading to academic associate degrees as well as the new bachelor degree program are in fields of study where significant employment opportunities are expected to continue to be available to graduates and correlate to current areas of study where the campus has historically had the strongest retention and placement outcomes within the Schools of Information Technology, Electronics Technology and Drafting and Design.

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory and intern/externship activities?

Currently courses are offered on a 10:1 clock-to-credit hour conversion ratio for lecture hour (with at least 20 clock hours of outside preparation), 20:1 clock-to-credit hour conversion ratio for laboratory hours and 30:1 clock-to-credit hour conversion ratio for practicum (externship) hours. Core courses are four and a half quarter credit hours consisting of a minimum of 30 hours of lecture and 20 hours of lab or 34 hours of lecture and 22 hours of laboratory respectively of instruction each quarter. General Education courses are four and a half quarter credit hours and meet for a minimum of 40 or 45 contact hours respectively during a quarter when taught in residence.

The Managing Director of Instructional Operations determines the allocation based on state requirements, ACICS Criteria and:



- Thorough analysis of the AAC market research evaluation of the employment expectations in each of the disciplines
- By means of SMEs recommending the time needed to acquire the knowledge and skills of the field being studied
- By cumulative credit hour requirements for the appropriate degree, as specified by state and/or accreditation agencies

5.18.1 How does the campus monitor the number of contact hours completed for each course?

The number of contact hours for each course, including how the hours are allocated, is provided to faculty and Academic Affairs department administration in the curriculum documentation, which is part of an Implementation Guide prepared for each program. The Dean, with assistance from School Chairs or faculty designated as subject matter expert, monitors the implementation of each program. The course objectives are planned to ensure that the stated contact/credit hours are fulfilled through its lecture and laboratory activities. The institution monitors the accomplishment of the stated contact hours through its standard evaluation process which includes but is not limited to strict attendance procedures. Attendance is taken daily and recorded on a computerized system. Absenteeism is monitored and students must meet attendance requirements or face disciplinary action as outlined in the current catalog.

5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a "time-based option" for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

5.19.1 Where are the procedures published?

Course syllabi and campus catalog.

5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

Ad Astra software is used for scheduling classes/courses. The scheduling software includes prerequisite and corequisite checking algorithms. Effort is made to keep students enrolled in the desired number of courses and in a timeframe that allows students to complete their program of study on a timely basis. The campus makes use of the "zero student conflict" feature found in the scheduling software to ensure that students are not enrolled in day-conflicting courses.

To accommodate varying student needs, classes may be offered in morning, afternoon and evening sessions, although all programs and courses may not be available during each session each quarter. A student requesting to attend a class on a different day or at a different time is generally accommodated if the class he/she needs is available on the day/time he/she wish to attend school. Course prerequisites are maintained in the scheduling of classes. Having different sessions throughout the day offers students the opportunity to pursue educational and career objectives and meet other requirements of daily living.

5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.



Procedures concerning Credit for Previous Education or Experience is provided in response to Q 4.6 and is contained in the campus catalog.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300 and 3-6-500 of the Accreditation Criteria.

5.22 Describe how physical facilities, equipment and resources are used to enhance classroom instruction.

The facility is situated in the heart of north San Diego county in the Vista, California community next to Interstate 78. Approximately 13,993 square feet of space is occupied and divided into classrooms, laboratories, student and staff lounge areas, student services areas and reception and lobby areas. Parking for over 100 cars is available, and access to public transportation is nearby. The facility has parking spaces, ramped entrances, drinking fountains and restroom facilities for disabled individuals. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health. Students at the campus learn in a clean, environmentally comfortable, well lighted, safe and educationally appropriate atmosphere. Classrooms and labs have adequate space with up-to-date equipment.

The facility is monitored regularly for needed maintenance and equipment repair. The campus employs a System Support Technician to ensure equipment is functional for the needs of students, instructors and administrators. Classroom furniture and equipment are upgraded and replaced when appropriate.

The campus has a significant number of computers assigned for student use, including multiple computers in the LRC. Classroom instruction is enhanced by the amount, appropriateness and modernity of the computer equipment at this campus. Classroom computer equipment is upgraded a minimum of every three years as part of a standard refresh. Exceptions to standard upgrade schedules or plans are handled by the campus in cooperation with the AAC.

The resources available to the students contribute greatly to their learning experience and sense of community. Classrooms encourage educational interaction with peers and other available resources, such as the LRC and student lounge, provide positive learning environments that encourage success.

5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

Each curriculum has a Managing Director of Instructional Operations who analyzes technical advancements and other matters of importance for the specific program assigned. He/she is an industry expert who is responsible for evaluating and recommending procedures, materials and changes to the Curriculum Committees that advise the Vice President of Instructional Operations in program related decision-making. Input is also received and reviewed as appropriate from interested academic affairs and career services managers/specialists at the AAC and local campus, faculty, staff and industry Advisory Committees. Materials are also evaluated by the students, both informally and through the formal survey processes. Issues emanating from the daily usage and resultant surveys are discussed and appropriately shared with other local and AAC level entities.

Instructional procedures are codified by AAC personnel and uniformly implemented by all campuses. Many procedures are directly related to U.S. Department of Education (DOE) and ACICS regulatory compliance requirements. Changes in DOE regulations and ACICS Criteria will trigger immediate changes in relevant procedures. Other procedures, that are not regulatory mandated, are evaluated by faculty and staff for effectiveness. Concerns and ideas for improvements are articulated and discussed at the local campus level and, if warranted, at the AAC's level with the various interested departments.

The analysis of program materials and procedures is ongoing throughout the academic year. All significant concerns regarding the effectiveness of program materials and procedures are reviewed and acted upon by the AAC's officials identified herein. Any change that may emanate from such activities is uniformly implemented



throughout the campuses. The requirement of implementation uniformity helps produce more effective decision-making in such matters.

5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

The campus and LRC maintain an inventory of appropriate educational materials and computers. Effective June 2014, laptops are issued to all students to support learning activity such as access to the Virtual Library as well as the implementation of eBooks. In courses where eBooks are available, students use their laptop to access course materials via a web based Learning Management System (LMS). Each student is issued the required textbooks, educational materials and/or laptop by their faculty during the first class meeting to ensure that he/she has access to the learning materials identified in the curriculum.

As publishers are increasingly reluctant to print and ship student textbook hard copies and while prices continue to rise for those products, the AAC has implemented the distribution of eBooks for use in many courses. eBooks offer the following benefits:

- eBooks have advanced features that facilitate student learning and access (notes, highlighting, summarizing, etc.).
- Students have access to the electronic copies for years post-graduation.
- Allows the inclusion and embedding of rich digital media and the use of a LMS.
- Facilitates virtual labs that would be impossible to duplicate in a physical lab.
- Employers will likely expect our graduates to have the skills to use and access similar online learning resources.

Classes are limited in size to ensure that each theory classroom and each laboratory classroom has sufficient equipment to allow each student appropriate access to equipment identified in the curriculum.

5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

All licenses are maintained at the AAC and current license consumption levels are monitored by an automated system designed expressly for this purpose.

The campus is governed by a standing policy regarding computer licenses (i.e., LE 2.1). As stated in Policy, computer software is also covered by copyright under U.S. laws. The AAC has specific licensing agreements with the owners of software copyrights for all software installed by the AAC IT Department or the Purchasing and Administrative Services Department on campus computers. Employees must not copy any software installed on campus computers for installation on computers at the employees' homes or elsewhere without obtaining the written permission of the Purchasing and Administrative Services Department. Similarly, employees should not install personal software on campus computers without obtaining the written permission of the Purchasing and Administrative Services Department.

5.26 Who is responsible for faculty orientation?

New faculty orientation is a joint process between the AAC and local Academic Affairs administration and each new faculty member. All new faculty are required to complete the following e-campus modules prior to teaching:

- FAC101 – Creating Student Success
- FAC102 – Preparing to Teach
- FAC103 – Basic Teaching Skills
- FAC104 – New Faculty Orientation Workshop



5.26.1 Describe the orientation of the faculty to the campus.

The Dean is responsible for the new faculty orientation process at the local campus. After faculty members are hired, they participate in a new faculty orientation session. This training session includes learning AAC policies and procedures, preparation for and receiving support materials including a new instructor manual consisting of the Faculty Manual, policies and procedures, a copy of the Student Handbook, both the Pinnacle and IRIS/S3 Manuals and general class management and teaching methodologies information. The System Support Technician is responsible for setting-up the logins and passwords for all new employees, including faculty.

Newly-hired faculty members are also required to complete the New Faculty Orientation Workshop provided by the AAC as part of the new faculty training program. The workshop appears as an e-Campus "course" in the New Faculty Training curriculum on the employee portal. The Orientation Workshop includes multiple e-Campus courses related to teaching pedagogies and is designed to reinforce the campus' commitment that faculty prepare to teach, care about students and engage students in their classrooms.

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

The campus strives to offer its students outstanding quality of instruction and customer service in every class offered. The qualifications for faculty are set by AAC policy, taking into account the requirements of ACICS and the state. In addition to minimum educational requirements, each faculty member must have the requisite academic preparation and/or related experience to appropriately teach assigned courses and possess a demonstrated desire and aptitude to help and teach students pursuing career dreams and objectives.

All core faculty have a minimum of a baccalaureate degree with at least 15 coursework hours in the assigned area of teaching or appropriate certifications and/or work experience; all general education faculty have a minimum of a master's degree with 18 semester (graduate) credits in the field of educational assignments.

Evaluations of faculty to teach assigned courses are conducted by the Dean or School Chair. Teaching assignments are made after the respective Academic Affairs administrator completes a thorough review of the faculty's college transcripts, related work and teaching history and teaching personnel file (including student surveys and formal classroom evaluations if available).

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

Not Applicable

5.27.2 How are the qualifications documented?

Faculty qualifications are documented with original transcripts and other verification in the appropriate files at the campus.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

An in-depth background check is performed on new faculty hired to ensure all work history and education is accurate. After applicants are hired, campus administration request original, official transcripts directly from all institutions attended. Follow-up to these requests is performed, if needed, in order to secure the transcripts within 30 days of hire. Additionally, periodic review by the AAC to ensure original transcripts are secured is performed.

The original, official faculty transcripts are maintained in the faculty's file along with any evaluation(s) of foreign credentials by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE).



5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

Follow up communications via email and/or certified mail are documented to verify activity to obtain transcripts.

5.29 In what ways does the campus evaluate instruction?

New faculty are required to complete a teaching demonstration as part of the hiring process. New faculty members are also observed at least once per quarter for the first four quarters they teach but it is recommended that they be observed three times during their first term teaching at the campus. Experienced faculty members are observed at least twice per year. These evaluations may take place in the classroom or the lab and may be announced or unannounced.

After each staff evaluation, the evaluator meets with the faculty member to review the evaluation. If problems are identified, specific recommendations are made to help eliminate the deficiencies and a timetable for improvement is established. Typically, these actions will be included in the Faculty Development Plan. A follow up evaluation is scheduled based on the timetable. The faculty member is given the opportunity to provide his/her own comments on the evaluation instrument.

Any deficiencies in faculty performance are typically evident through either staff or student evaluations. Faculty are also evaluated by their students each quarter as a part of the Student Course Evaluation. The Dean reviews student critiques quarterly to determine if there are common student concerns regarding any aspect of the educational program. Issues are appropriately discussed with the faculty involved and plans of action are developed to address problems as needed.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

Effective teaching is promoted through recommendations and plans of action developed through the assessment mechanisms noted above, research conducted by the Academic Affairs managers and the consultative activities conducted with other AAC and campus based educational officials. Ongoing instructional improvement is facilitated through professional development activities as documented on individual faculty development plans. These include the opportunity for four faculty in-service training sessions per year, e-Campus opportunities, faculty meetings, program specific meetings and specific activities for unique needs. The formal in-service training sessions are scheduled when classes are not in session to ensure maximum participation. Topics vary, but generally are determined according to identified training needs, new trends in education and emerging technologies in presentation methods. Faculty also receive a discount from our own Center for Professional Development , <http://cpd.itt-tech.edu/>, an acquisition of ITT Technical Institute that was formerly known as Benchmark Learning.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

These requirements are outlined in Policy AA 8.0 Faculty Professional Development (FPD). The Dean is responsible for ensuring the Policy is followed. Review of campus FPDs is included as part of campus level internal audits conducted by the AAC.



5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

A faculty development plan is created for each faculty member and maintained in his/her file in the Academic Affairs department. The development plan is the product of several areas of review:

- Academic Affairs staff review the transcripts, prior teaching experience, student survey results, formal classroom observations and completion of previous development plans to determine probable strengths or weaknesses in the area of teaching and classroom management.
- The Dean or School Chair provides input on technical training goals for the faculty member.
- The faculty member identifies instructional and/or technical areas of opportunity for which he/she would like to receive training.

5.30.2 How is the plan implemented?

The Academic Affairs staff and the faculty member meet annually to discuss the compiled information and arrive at a mutually agreed upon plan for the next 12 months.

5.30.3 How often is the plan reviewed?

Progress is monitored on a quarterly basis by Academic Affairs staff and may be adjusted to meet new needs/development opportunities. The plan includes specific training activities the faculty member should and would like to complete, including target completion dates. Responsibility for ensuring that each faculty member fully implements his/her development plan rests with the Dean.

5.31 Describe how the campus ensures that all faculty complete development plans.

The Academic Affairs staff and the faculty member meet annually, typically in the second quarter of the year, to discuss the information for the faculty member's development plan and arrive at a mutually agreed upon development plan for the next 12 months. Progress is monitored on a quarterly basis by Academic Affairs staff and may be adjusted to meet new needs/development opportunities.

Completed professional development activities must be documented with a completion certificate, diploma, transcript or some other formal type of documentation. Faculty members not making sufficient progress on their development plans are redirected and encouraged accordingly. Failure to complete the development plan satisfactorily can have a negative impact on the individual and his/her future with the organization.

5.31.1 How are the activities documented by the campus?

The faculty development plan with support documentation is on file for each faculty member in the Academic Affairs department. Responsibility for ensuring that each faculty member fully implements and documents his/her development plan rests with the Academic Affairs department.

5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

ITT/ESI Policy AA 8.0 also provides the campuses with general guidance on the content and minimum frequency of in-service training. This policy states that "Quarterly in-service training should be planned and scheduled one year in advance. In-service training should be a minimum of two hours in length and should be conducted at a time and day that is acceptable for the majority of full-time and adjunct Instructors. There may be instances when the scheduled in-service training will need to be repeated at another day and time so that more Instructors can participate. Classes may not be cancelled or rescheduled to accommodate in-service training. There are two types of scheduled in-service activities: (a) lecture by an outside expert on a subject related to classroom instruction and methodology; and (b) lecture by an internal expert on a subject related to classroom instruction and methodology. Proper documentation of scheduled in-service activities is an attendance roster signed by everyone in attendance, copy of the agenda and all handouts distributed during the training session."



In-service training programs are held on a quarterly basis at the campus. These training sessions focus on instructional improvement.

5.32.1 List the schedule for the next 12 months.

Month/Year	Topic
09/2014	LMS (Learning Management System)
12/2014	eBooks and educational opportunities
03/2015	ePortfolios and enhancing outcomes
06/2015	Methods of instruction: Traditional vs. Technological
09/2015	Working with At-Risk Students

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

The campus requires that each faculty member, both full-time and part-time, implement a formal professional development plan pursuant to discussions with Academic Affairs managers and review of management teaching evaluations and student critiques.

Completed professional development activities must be documented with a completion certificate, diploma, transcript or some other formal type of documentation. As part of the professional development plan, each faculty member must participate in the campus' in-service training programs and is encouraged to attend monthly faculty meetings. Sign-in sheets are maintained to document attendance at these meetings. E-Campus courses are also part of the professional development of each instructor and completion certificates as well as electronic records of these completed courses are maintained for each instructor. Continuing education and/or concurrent work experience also constitute a significant part of many faculty members' development plan and formal documentation is secured to validate these activities.

Other significant development activities include active memberships in professional organizations and workshops and seminars relative to the faculty member's area of expertise. These completed activities also require formal documentation in each faculty file.

All faculty development plans with support documentation are on file in the Academic Affairs department. Responsibility for ensuring that each faculty member fully implements and documents his/her development plan rests with the Academic Affairs department.

5.34 Describe the frequency, content and documentation of faculty meetings.

The campus generally uses two types of faculty meetings: campus meetings and departmental meetings. All meetings are intended to be informative discussion sessions aimed at reinforcing campus policies and procedures, improving teaching skills, and/or interdepartmental communication. Meeting attendance and content are documented with an agenda and formal minutes with sign-in sheets. The Academic Affairs department maintains copies of all faculty meeting documentation.

Campus Faculty Meetings

The campus faculty meetings are held on a quarterly basis. The main subjects of the meetings are retention, curriculum delivery, classroom management, and/or requested topics in the area of teaching methodology that are of interest or concern to the faculty as a whole.



Departmental Faculty Meetings

The departmental faculty meetings are held monthly and are supervised by the Dean and appropriate School Chair or faculty designated as subject matter expert. These meetings focus on issues directly related to the specific program and/or course. Documentation, available agendas and minutes with sign-ins, of these departmental meetings are maintained in the Academic Affairs department.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.

Curriculum and faculty improvement are ongoing processes. A formal professional development plan is required annually by both full-time and adjunct faculty. Furthermore, all full-time personnel are encouraged to participate in the campus' tuition reimbursement program and faculty members may be sponsored to attend appropriate professional seminars when such opportunities are convenient.

The Academic Affairs staff perform faculty evaluations and review quarterly class evaluations with each faculty member. Areas of concern are discussed, guidance is given and improvement plans of action are implemented. Additionally, faculty members are encouraged to learn from their supervisors, peers and other persons with recognized expertise through various faculty meetings and training opportunities. Each step is designed to improve the overall instructional performance for the betterment of students.

For curriculum improvement, input is received from faculty, students, graduates, employers of graduates, local Advisory Committees, Managing Directors of Instructional Operations, Curriculum Committees and outside consultants hired by the AAC's office.

The expectation that faculty members participate in recommending improvements to curriculum design is expressly stated in the job description for instructors. Each faculty member has the following means available for communication on curriculum improvement: informal communication, feedback provide to National Curriculum Committees, attendance at Advisory Committee meetings, formal procedures for curriculum change and faculty in-service breakout sessions, participation on CEP and SSC committees and faculty portal.

This is used to enhance the curriculum and pursue continuous improvement. Students and graduates, Advisory Committees and external consultants, curriculum committees and employers of ITT Technical Institute students are given regular opportunities to help improve curriculum through relevant surveys and/or meetings. Additionally, Managing Directors of Instructional Operations are involved in staying current in the discipline of instructional design through meetings and ongoing review of publications of professional education and training organizations. Consequently, textbooks and equipment are regularly updated to support new techniques and meet the ever-changing work environment. As described in response to Q 5.24, effective June 2014, laptops are issued to all students to support learning activity such as access to the Virtual Library as well as the implementation of eBooks. In courses where eBooks are available, students use their laptop to access course materials via a web based Learning Management System (LMS).

Any recommendations that require a major curriculum change are presented for consideration and action to the National Curriculum Committee and executive management. Evaluating instructional design is an important part of the AAC's curriculum development function and improvements are regularly and aggressively pursued, keeping in mind the quality of the student's learning experience.

5.36 What are the normal teaching loads, number of field preparations and number of subject preparations for full-time and part-time instructors at the campus?

Instructors are considered full-time employees when they are regularly scheduled to teach between 24 - 30 contact hours per week and are assigned additional duties such as tutoring, supervising the LRC, participating on a committee or other similar duties. The average assignment does not exceed three fields of instruction.

Adjunct instructors are hired to teach on a quarter-to-quarter basis. In general, adjunct instructors are not scheduled to teach more than 19 contact hours per week during an academic quarter and do not teach more than five courses in a quarter. The average assignment does not exceed three fields of instruction.



5.37 What is the student-teacher ratio, for each program area, at the campus?

The Master Schedule indicates that the student-teacher ratio in core classes is 6.8/1 for Electronics and 11.8/1 for Information Technology. We derived this from the total amount of students enrolled in core classes for each program divided by the instructors for that core class only (ex. Electronics $75/11=6.8$, Information Technology $106/9=11.8$).

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREE INSTITUTIONS

5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

General education courses were developed to ensure a broad-based immersion into each area as the student advances through their program of study.

Numerous resources were utilized to determine the courses chosen for the general education component of the curricula. The AAC's Curriculum department staff examined regional accrediting association and professional accrediting board standards to determine the scope and intent of the general education courses.

Based on occupational standards reports, alumni surveys and recommendations from the Advisory Committees and National Curriculum Committees, the following general education areas were selected: mathematics, humanities, composition, natural sciences and social sciences. The selected areas ensure a broad-based general education component of each program of study and meet state and ACICS requirements for general education. The current catalog lists all the available general education courses covering these specific education areas.

5.38.1 Cite examples:

The cumulative impact of all general education courses on the student is an outcome that enhances the student's critical thinking, communication (written and oral) and teamwork skills and capabilities consistent with the institution's mission.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREE INSTITUTIONS

5.39 Describe how part-time faculty are utilized by the campus.

To maintain organizational integrity and continuity, adjunct faculty have the opportunity to contribute via curriculum committees, faculty collaboration portal. All faculty have the ability to submit suggestions through their Dean to the Managing Directors of Instructional Operations by using the curriculum portal. Adjunct faculty also attend in-service training, during which, in addition to training, the faculty members also provide actionable feedback to the administration. In addition, faculty members also have an opportunity to participate in the development of the Campus Effectiveness Plan, which is the strategic document for the institution.

Although an adjunct faculty may not have fixed office hours, they are continuously supporting the resident students via email, phone and learning portals. Their industry experience provides several development opportunities for students since these adjunct instructors may at times be a member of the Advisory Committee. Adjunct faculty members can enable industry opportunities for students, bring fellow industry workers as guest speakers to the classroom and align student learning objectives and lesson plans with the current industry needs.

Lastly, ITT Technical Institute adjunct faculty are included in the Student Success Committee that review all survey data and suggest changes at the campus based on that review.

5.39.1 What percentage of the faculty is part-time?

100%



5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

Procedures for the evaluation and monitoring of adjunct faculty are the same as those for full-time instructors. New faculty members are observed at least once per quarter for the first four quarters they teach but it is recommended that they be observed three times during their first term teaching at the campus. Experienced faculty members are observed at least twice per year. These evaluations may take place in the classroom or the lab and may be announced or unannounced. Responsibility for ensuring that each faculty member is evaluated and monitored rests with the Academic Affairs department.

ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREE INSTITUTIONS

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

60%

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

The campus seeks to recruit and retain highly qualified faculty for all programs and subject courses by offering highly competitive compensation packages and by creating a stimulating and supportive work environment. The campus recruits faculty via several means. These include:

- Networking contacts through faculty, other ITT Technical Institute campuses, staff, Advisory Committee members, professional associations, graduates and personal contacts
- World Wide Web sites devoted to employment opportunities
- Newspaper advertisements

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

Official transcripts for each faculty member are on file at the campus. Areas of specific qualifications are typically recorded on Data Sheets for faculty and staff members. Related experience is similarly recorded on these documents and is supported by third party documentation.

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

Not Applicable.

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

By blending sections, the campus can maximize enrollments in the upper level courses. In addition, re-entry campaigns bring students back into the programs of study to resume their coursework, increasing enrollment in existing classes.

The campus schedules the beginning of its Bachelor programs based on the fact that there will be 10-15 starts to sustain sufficient enrollment during the length of the program. Thus, all programs do not begin every quarter.

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS – NOT APPLICABLE



5.43 Describe the oversight committee who has the responsibility for developing, modifying and maintaining each graduate program.

Not Applicable

5.43.1 How often does the committee meet?

Not Applicable

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

Not Applicable

DOCTORAL DEGREE INSTITUTIONS – NOT APPLICABLE

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

Not Applicable

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

Not Applicable

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).

Not Applicable



6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

6.1 Describe how the buildings, classrooms, equipment, furniture and surroundings meet the needs of the campus in size and scope.

The facility is situated in the heart of north San Diego county in the Vista, California community next to Interstate 78. Approximately 13,993 square feet of space is occupied and divided into classrooms, laboratories, student and staff lounge areas, student services areas and reception and lobby areas. Parking for over 100 cars is available, and access to public transportation is nearby. The facility has parking spaces, ramped entrances, drinking fountains and restroom facilities for disabled individuals. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health. Students at the campus learn in a clean, environmentally comfortable, well lit, safe and educationally appropriate atmosphere. Classrooms and labs have adequate space with up-to-date equipment.

The facility contains working environments for Finance, Recruitment, Career Services and Academic Affairs; a student lounge, employee lounge, testing rooms and conference rooms are also available. The main student areas are comprised of electronics labs, computer labs, theory classrooms and the LRC. Students have access to computers in the labs throughout the day.

Facility and equipment maintenance is performed pursuant to appropriate schedules and on-demand as needed. The facility is clean and environmentally pleasing; the equipment is maintained pursuant to a priority response policy. Classrooms and laboratories are well lit and comfortable. The facilities are organized to promote a positive learning environment. The labs are equipped with sufficient equipment to allow students ample experiential learning. Equipment is kept in good working condition and upgrades are purchased as technology advances. Every effort is made to provide equipment that represents the industry standards for an entry-level position. The environment is designed to promote a friendly supportive place to work and learn.

6.1.1 Describe how the facility in compliance with all applicable federal, state and local codes for occupancy and safety?

The facility, as required for occupancy, is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

6.2 Does the campus utilize a campus addition or additional space?

Yes No

6.2.1 If yes, describe these locations.

Not Applicable

6.3 Describe any plans to improve the physical plant and equipment.

There are no plans to improve the physical plant and equipment at this point.



7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations and services.

The catalog is an informative document that is designed to provide prospective students and their parents and/or other interested persons with pertinent information about the campus policies and programs.

Each program of study is presented by providing objectives, career opportunities, course outlines and course descriptions. Special attention is taken to ensure that the reader can understand the nature and scope of each program of study. The administrative section covers admission criteria, grading, attendance requirements, transfer of credit, grievance procedure and other basic policies and procedures.

The financial assistance section describes the various financial aid programs available to qualifying students. The student services section provides important information regarding the assistance offered to students seeking part-time jobs while in school and full-time career related employment upon graduation. Other important information regarding the campus, faculty, administration and Advisory Committees is also provided.

The catalog is scheduled for yearly publication or more frequently if changes dictate republication.

7.1.1 How often is the catalog published?

As needed related to program and policy/procedure and other required changes or updates but a minimum of annually.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

All enrolled students execute an enrollment agreement wherein they specifically acknowledge that they have received a copy of the current campus catalog. During the interview with the applicants prior to the enrollment, the representatives introduce and discuss the campus catalog. The campus catalog is further reviewed and referenced in the institution's orientation activities with students and with re-entered students as part of their formal re-enrollment and financial aid processing. The campus catalog is placed on the campus' website. The campus is confident, by virtue of all of these activities, that each enrolled student has received the campus catalog.

7.2.1 What other publications are provided to enrolled students?

Enrolling students are provided access to a copy of the Student Handbook which is an Appendix in the campus catalog and provided with required student disclosures as outlined in Q 7.7.

7.3 Describe the advertising and promotional literature.

To generate interest among potential students, the AAC engages in a broad range of activities to inform potential students and their parents about ITT Technical Institute and the programs offered.

Each campus' advertising is generally comprised of broadcast, direct mail and company Web site activities. Links to the company Web site may also be placed on other Web sites that are owned by third parties. The school website, <http://www.itt-tech.edu>, provides information on the AAC, campus locations, programs and admissions and allows prospective students to schedule a campus visit, request a brochure, or apply online.

The messages in all media are consistent in that they suggest that ITT Technical Institute should be considered for career-oriented education. Broadcast radio and television may use a graduate testimonial, a slice-of-life



dramatization or a didactic approach. The direct mail is a simple letter that explains the practical nature of the programs.

AAC-sponsored television advertising is centrally coordinated and developed. Television advertising is directed at a combination of both the national market and the local markets in which each campus is located. The television commercials generally include a toll free telephone number for direct responses as well as an internet URL. Direct responses to television advertising are centrally received, tracked and promptly forwarded to the appropriate campus. Responses to direct mail campaigns, targeted at high school students and other potential postsecondary education students, are also centrally received, tracked and forwarded to the appropriate location.

7.4 Describe any plans for changes in publications.

The AAC will continue to review catalog content and format in order to comply with future changes mandated by state and accrediting council requirements. Other publications, including marketing materials, will also be changed as new programs are introduced or advertising requirements are otherwise changed.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Prerequisites for each course, if applicable, are listed with the course description for each course. Course descriptions are found in the pages immediately following the program outlines; a description of the course numbering system follows the course description section in the catalog.

The prefix of a course designated in the program outline for each program of study stands for the type of course. Courses may be designated with a three digit or four digit numerical code. The first digit indicates the course level. Courses designated with a first digit of one or two are lower division courses. Courses designated with a first digit of three or four are upper division courses. Some courses designated with a first digit of three may be required during the latter quarters of an associate degree program. Refer to the applicable Program Outline in the catalog for a listing of any required associate degree courses designated with a first digit of three.

7.5.1 How does the catalog explain the course numbering system?

There is a Course Number System section of the campus catalog that reads as follows: The prefix of a course designated in the program outline for each program of study stands for the type of course. Courses may be designated with a three digit or four digit numerical code. The first digit indicates the course level. Courses designated with a first digit of one or two are lower division courses. Courses designated with a first digit of three or four are upper division courses. Some courses designated with a first digit of three may be required during the latter quarters of an associate degree program. Refer to the Program Outline for a listing of any required associate degree courses designated with a first digit of three.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

Each program outline includes a list of general education courses, which include courses in the humanities, composition, mathematics, the sciences and the social sciences. The course descriptions identify the general education category pertaining to each general education course and provide a brief description of the course.

7.7 Describe the published performance information concerning student achievement.

The AAC provides the following required disclosures to students:

The AAC publishes Program of Study Information at programinfo.itt-tech.edu which provides information concerning the programs of study offered at the ITT Technical Institutes, including, among other things: the occupations that each Program can help students prepare to enter; the on-time graduation rate for each Program;



the costs associated with each Program; the placement rate for students who completed each Program; and the median loan debt incurred by students who completed each Program.

Study Body Diversity and Completion and Retention Rate disclosures are published in the Student Handbook.

Graduate Employment Information (GEI) disclosures are provided to students for the respective program in which they are enrolling. The GEI provides the program placement rate, positions secured by placed graduates and respective salaries.

7.7.1 Where is the campus performance achievement information published?

Student Handbook and on the ITT Technical Institute website at programinfo.itt-tech.edu.



8. LIBRARY, INSTRUCTIONAL RESOURCES and MATERIALS

The instructional resources, audiovisual teaching equipment and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400 and 3-6-700 of the *Accreditation Criteria*.

FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

Library resources and services, including print and electronic resources, AV materials and software provide fundamental support for learning, teaching and research needs. Our intent is to provide an array of materials to provide students and faculty with multiple means of engaging in learning course concepts and objectives. Within the Virtual Library, specialized subject area pages offering selected links relevant to ITT Technical Institute programs are made available to provide convenient access to databases, professional organizations, recommended links, selected textbooks/eBooks, online magazines, journals and research guides and tutorials.

Effective June 2014, laptops are issued to all students to support learning activity such as access to the Virtual Library as well as the implementation of eBooks. In courses where eBooks are available, students use their laptop to access course materials via a web based Learning Management System (LMS). Each student is issued the required textbooks, educational materials and/or laptop by their faculty during the first class meeting to ensure that he/she has access to the learning materials identified in the curriculum.

As publishers are increasingly reluctant to print and ship student textbook hard copies and while prices continue to rise for those products, the AAC has implemented the distribution of eBooks for use in many courses. eBooks offer the following benefits:

- eBooks have advanced features that facilitate student learning and access (notes, highlighting, summarizing, etc.).
- Students have access to the electronic copies for years post-graduation.
- Allows the inclusion and embedding of rich digital media and the use of a LMS.
- Facilitates virtual labs that would be impossible to duplicate in a physical lab.
- Employers will likely expect our graduates to have the skills to use and access similar online learning resources.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

LRC assistant has connected with the local Vista Library and provided displays at our campus, to include library card applications that allow students to utilize their collection.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Physical Holdings

All holdings are online provided through the Virtual Library.

Online Holdings

The Virtual Library provides convenient access to online information 7 days a week, 24 hours a day. Similar to a traditional library, the Virtual Library offers a variety of resources that support the curricula. All items are



full-text unless otherwise indicated.

Periodical Databases

The Virtual Library currently provides access to over 20,000 full-text magazines and professional journals as well as an abstracts and indexing for hundreds of additional titles through fourteen databases. Back-file holdings vary title-by-title and database by database, but generally are provided for the last ten years. These periodical databases provide a mix of article searching and information delivery to bring documents directly to a user's desktop. These databases meet the needs of students and faculty who require relevant information quickly, conveniently and economically by combining advanced search capabilities with a simple and efficient article delivery system.

- **ProQuest**

ProQuest databases provide online access to an extensive collection of technology-related publications as well as publications in the fields of criminal justice and health sciences. Additionally, we subscribe to ProQuest Newsstand database. The Newspapers database includes full-text of the Atlanta Journal-Constitution, Boston Globe, Chicago Tribune, Christian Science Monitor, Los Angeles Times, New York Times, USA Today, Wall Street Journal and Washington Post plus an additional 350 U.S. and international newspapers. ProQuest Criminal Justice Periodicals is a collection of U.S. and international criminal justice journals including information for professionals in law enforcement, corrections administration, drug enforcement, rehabilitation, family law and industrial security. ProQuest Health Information Management database includes information from leading publications covering all aspects of health administration, including public health and safety, hospitals, finance, personnel management, insurance, population studies, labor relations and law.

- **EbscoHost**

The EbscoHost databases provide access to information on a broad range of general interest topics including business, education, computers, social sciences, nursing, health, humanities, science and the arts. The Academic Search Elite provides full text for more than 1,200 peer-reviewed journals covering nearly every area of academic study including: social sciences, humanities, education, computer sciences, engineering, physics, chemistry, language and linguistics, arts & literature, medical sciences and ethnic studies. Business Source Premier database covers management, economics, finance, accounting, international business and more; it includes many scholarly business journals, peer-reviewed business publications, country economic reports and industry and company profiles. CINAHL Plus with Full Text is a comprehensive source of full text for nursing & allied health journals and is considered a core resource in the field. EbscoHost MasterFile Premier covers a wide variety of topics including general reference, business, education, health and science. EbscoHost Regional Business News covers regional business publications from major metropolitan areas. and EbscoHost SocIndex with Full Text covers sociology topics including criminal justice, criminology and ethnic and gender studies.

- **ACM Digital Library**

The ACM (Association for Computing Machinery) Digital Library includes bibliographic information, abstracts, reviews and full-text for articles published in ACM periodicals and conference proceedings.

- **Criminology**

This database includes the full-text of 23 journals published by SAGE and participating societies. It covers such subjects as Criminal Justice, Juvenile Delinquency, Juvenile Justice, Corrections, Penology, Policing, Forensic Psychology and Family and Domestic Violence.

- **LexisNexis Academic**



LexisNexis Academic is an online service providing a wealth of information from over 6000 publications. Comprehensive coverage of news and current events, government, business, medical and legal topics, as well as general reference information is included. LexisNexis Academic includes international and domestic newspapers, magazines and trade journals, broadcast transcripts, company financial information, industry and market news, wire services, federal and state case law, law reviews, medical news and abstracts and state and country profiles. The Company Dossier feature is used to retrieve detailed company information and financial performance measures or identify and compare companies matching specific criteria. This product also provides access to the renowned Shepard's Citations® service for all federal and states court cases back to 1789.

- **Ovid Nursing Journals** Ovid Nursing Journals is a collection of 54 full-text journals, plus back-files. The journals focus on patient care, nursing fundamentals and professional development. Additionally, indexing is provided for Ovid Nursing Database and Ovid Medline.
- **Gale Computer Database** This database of over 800 full-text publications covers computer-related topics such as product introductions, news and reviews in areas such as hardware, software, electronics, engineering, communications and the application of technology.

Reference Resources

- **AccessScience** is a database that provides full-text search and retrieval of the *McGraw-Hill Encyclopedia of Science and Technology* (24 volumes). It contains in-depth articles on many areas of science and technology and includes biographies, recent research developments, news and study guides. The online version of this standard science and technology reference source offers increased functionality over the print version in that it allows keyword searching, is updated continuously, offers Q & A support and provides current science news updates.
- **Britannica Online**, the online version of *Encyclopedia Britannica*, is available through the Virtual Library. Students frequently use this authoritative general encyclopedia to locate reliable basic information on a wide variety of topics. The online version offers the advantages of keyword searching across all articles, hyperlinks to cross-references, photographs and other graphics, videos, statistical tools, timelines, maps, news, quotations, selected classical literature and links to pertinent Internet sites.
- **Gale Virtual Reference Library**
The Gale Virtual Reference Library platform supports a collection of hundreds of specialized reference books that add quality and depth to our library. Topics including criminal justice, computers, law, social sciences, nursing and medicine and business. GVRL's particular strength is in the many multi-volume encyclopedias. Content can be easily translated into numerous languages and students appreciate the read-aloud function which allows content to be downloaded to an MP3 player.
- **Opposing Viewpoint Resource Center**
Opposing Viewpoints Resource Center is a full-text resource covering current social issues. Drawing on the acclaimed series published by Greenhaven Press and other Gale imprints, this database brings together information to help fully understand an issue: pro and con viewpoint articles, primary source documents, government and organizational statistics, multimedia, links to selected web sites and more. Opposing Viewpoints Resource Center helps to develop critical thinking and information literacy skills by assisting students with researching, analyzing and organizing various types of data for research assignments, persuasive essays and debates. Opposing Viewpoints Resource Center is cross-searchable with Gale Virtual Reference Collection.



- Mergent**
 This service is a suite of global business and financial information products including U.S and international company data and U.S. and international annual reports. It provides access to more than 30,000 U.S. and non-U.S. publicly traded companies, including real time access to SEC (EDGAR) filings dating back to 1993 as well as real-time news headlines and complete text. Directory-type information for private companies is also included.
- IBISWorld**
 The IBISWorld database covers over 700 industries of the U.S. economy. Two types of reports are available; Industry Market Research reports and Industry Risk Ratings. The U.S. Industry Market Research Reports contain key statistics, industry conditions, market characteristics, industry performance, external market drivers, key success factors and 5-year revenue forecasts for each US industry. The Industry Risk Ratings determine how much risk an industry will face over the next 18 months by assessing the operating conditions for companies in the industry. Each report contains a high level of analysis to support each score component. IBISWorld provides in-depth coverage of the underlying structures and external economic forces that drive each industry, as well as the interrelationships between those industries.
- MADCAD Online Building Codes**
 This resource provides access to 2012 International Building Code, 2012 International Existing Building Code and 2012 International Residential Code. Also ADA guidelines.

Many additional online reference sources are linked from the Virtual Library. Our collection includes links to additional encyclopedias, both general and specialized, dictionaries, directories, government publications, almanacs, library catalogs, statistical sources, style manuals and tutorials.

Online Books

- Books24x7**
 The Books24x7 collection of online books offers access to information technology and business related titles selected for reference support of ITT Technical Institute curricula. Each title is full-text and includes the illustrations, charts and diagrams of the print counterpart. The functionality of online full-text books makes them ideally suited for reference and research. Students are able to quickly search for specific information using keywords, either in a single title or across a group of titles. Search results are ranked by relevancy and hyperlinks are provided to top section hits. The collection consists of approximately 19,000 information technology and business-related titles.
- CRC Press Collections**
 EngNetBase and ForensicNetBase consist of full-text CRC Press handbooks in PDF format. The collections are keyword searchable offering the capability to search within one, several, or all titles. Boolean searching and advanced search features are available. Some of the topic areas included in EngNetBase include circuits and devices, communications, composite materials, computer engineering, digital signal processing, electronics, industrial engineering and manufacturing, material science, microelectronics and photonics. ForensicNetBase includes forensics, criminal justice and law enforcement.
- Ebrary**
 A book database that offers full-text online access to over 100,000 authoritative titles with concentrations in Business & Economics, Computers & Technology, Humanities, the Social Sciences and more. The Business & Economics collection includes titles from over 40 publishers—nearly three quarters of which were published within the past two years. The range of the list supports course work at the undergraduate as well as post-graduate level, with category strengths in business administration, management, economic history and theory,



global business and economic development and business practice. Ebrary's Computers, Technology & Engineering collection is especially strong in computing programming, networking and applications technology, telecommunications and engineering and IT case studies in business. Ebrary's Humanities collection covers a vast range of subjects including history, language and linguistics, literature and literary criticism and philosophy. Ebrary's Life & Physical Sciences collection covers all fields in natural and physical sciences. Category strengths include agriculture and food science, environmental science, math and statistics and medicine. The Social & Behavioral Sciences collection spans the full range of social science disciplines. This collection is particularly strong in education, political science, psychology and sociology.

- **eBooks on EbscoHost**

eBooks on EbscoHost is a collection of over 3900 online books and digital audio-books on various academic topics. The collection includes a wide range of reference, scholarly and professional titles from leading commercial publishers and university presses. Titles are selected to support ITT Technical Institute curricula and programs of study. This collection offers outstanding support for students, faculty and staff on subjects such as architecture, business, engineering, technology, computers, social sciences, criminal justice, design, health sciences, information security, medicine, electronics, manufacturing and construction. The digital audio-books can be downloaded or played on a desktop, laptop, or portable device. This new format provides an alternate way for users to interact with selected books.

- **Gale Virtual Reference Library**

This collection of unabridged encyclopedias, dictionaries, directories, almanacs and other references provides excellent curricula support for ITT Technical Institute programs. In addition to standard reference resources, the collection includes many monographs useful for research and study.

Schools of Study

Specialized subject area pages offering selected links relevant to ITT Technical Institute programs are made available to provide convenient access to databases, professional organizations, recommended links, selected textbooks, online magazines and journals and research guides and tutorials.

Virtual Library Services

Ask a Librarian

The Virtual Library's Ask a Librarian is a service that provides students, faculty and staff with the means to seek and receive online library reference services.

Virtual Library users can get help with library resources any time, day or night by utilizing real-time online chat. The online chat session is much like any library reference transaction--students ask their questions and librarians respond with suggestions, explanations and instructions. It's a great way to get quick help from any location--school, work, or home. The service is staffed by Altarama.

In addition to online chat, users can also ask questions via e-mail or text messaging. The Ask a Librarian service is being utilized in all three ways by students requesting assistance with reference questions, search strategies and using online resources

Ask a Librarian is designed to assist students, faculty and staff take full advantage of the electronic resources available to them through the Virtual Library. The service provides online assistance to users who need help devising an effective search strategy, information about the databases that comprise the Virtual Library's online collection, or help with reference questions. Course-related questions are referred to appropriate instructors or Program Chairs. In general, the Ask a Librarian service is a means of providing guidance and support for the information seeker.



Student Research and Information Learning Guides

Student Research guides are available through the Virtual Library to provide online assistance to students at the first stage of research. The research guides cover topics that represent common assignments made by faculty. Relevant sources of information, both print and online, are identified. The guides serve as pathfinders for the students and are structured to assist in the development of information literacy skills. Self-paced exercises to aid in the development of information literacy skills are also available. Links to online tutorials on various topics of interest to the student body are provided as well.

Staff Resources

The staff resource areas are being continuously developed to provide resources and services to support the educational mission. Faculty and staff are provided access to professional development materials, manuals and other support materials.

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

The campus provides its students and faculty with a Virtual Library that not only supports their teaching, learning and research needs, but also offers opportunities for further academic and intellectual exploration. The Virtual Library is available 7 days a week, 24 hours a day, from any Web-enabled computer. By utilizing technological advances and the dynamic environment of the World Wide Web, the AAC has created a library that comes to the user. The Virtual Library provides access to rich databases that provide a mix of searching and information delivery to bring documents directly to a user's desktop. The online collection includes full-text books, periodical databases providing full-text magazines, newspapers and journals, authoritative encyclopedias and other reference sources and links to Web sites selected for relevance to the programs of study. In addition, the Virtual Library provides traditional library services in the online environment. Information seekers receive support through the "Ask a Librarian" reference service and curriculum-specific research guides, tutorials and collections of frequently asked questions and answers.

The campus provides students with a computerized catalog of LRC materials. The AutoLibrarian system is available to students and faculty to search for materials by title, author, subject, or keyword.

Information technology in the LRC includes networked computers, each offering a CD-ROM drive. Primarily the computers are general purpose, offering Microsoft Office (word processing, spreadsheet, database and presentation software) and tutorial programs. They are connected to the classroom network and have Internet access and access to laser printers.

8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

The Virtual Library is organized much like a traditional physical library. Reference materials, such as databases, encyclopedias, dictionaries and directories are grouped together. Full-text books are also available from one starting point as well as linked from records in the Virtual Library Catalog. In addition, the Virtual Library offers resources grouped by programs. For example, the Information Technology Resource area offers links to program-specific career resources, online journals, news, recommended links and professional organizations all related to the Information Technology program.

8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The AAC has developed an innovative and responsive system to fulfill its vision of providing library resources and services to support campus curricula, to meet the increasing demands for "anytime, anywhere access" and to guide the development of information literacy skills in its students. At the AAC, the National Librarian plans, coordinates and manages centralized library resources and services. At the campus level, the Dean oversees the LRC and its staff.



Suzanne K. Braun-McGee, MLS, ITT Educational Services Inc. National Librarian holds a Master of Library Science degree from Indiana University. She has 29 years of professional library experience, specializing in reference services, online searching and electronic resources, with 20 years of library management experience. She is a member of the American Library Association and its divisions (Association of College and Research Libraries, Community and Junior College Libraries Section, Health Sciences Interest Group, and Librarianship in For-Profit Educational Institutions Interest Group) and the Indiana Library Federation. Suzanne's professional awareness is maintained by attendance at national, state, and local conferences, subscription to professional journals, participation in library discussion forums, and research conducted to support the development of training materials, procedural documents, and long-range plans. Her attendance at recent conferences includes the 2014 Indiana Library Federation Conference.

The National Librarian provides information about ITT Technical Institute library resources and services to support day-to-day LRC and Virtual Library procedures, including Library of Congress cataloging, updates and changes in electronic resources, acquisitions, orientation and programming, information literacy and reference services.

The local campus Dean and LRC staff benefit from the professional growth activities of the National Librarian and other system librarians who share and exchange information through the National LRC Advisory Committee and the LRC Best Practices Web site. The information network is coordinated and managed by the National Librarian. The network utilizes email, conference calls, Web casts, regular telephone and fax exchanges, online publishing and the periodic distribution of procedural and instructional materials. The information shared in these documents comes in part from professional publication sources and is intended to keep each LRC staff member aware of library-related services and resources available at other educational institutions and with new developments related to the library profession.

The campus employs a Library Assistant for 40 hours per week. The Library Assistant has no supervisory responsibility but works under the supervision of (The Dean) to assist students and faculty. Responsibilities include supporting the Academicis department, providing instruction on using library resources, and inventory tasks.

A staffing combination of the Dean, faculty and Library Assistant assist students and faculty in the use of Learning Resource Center resources and equipment. All individuals utilize the LRC Operations Manual to guide day-to-day operations.

Student assistants employed through the work-study program are utilized in the LRC to increase the level of service and to assist trained staff. Student workers perform routine filing, re-shelve books and other materials, assist with copiers and printers, assist with materials processing tasks and check items in and out. Student workers are scheduled for no more than one hour alone in any four-hour block of time. This ensures that a member of the school's professional staff is available within an hour to assist students with library resources. Academic Affairs department management is always present in the building when student workers are assigned in the LRC.

8.6 What is the budget for instructional resources (excluding personnel allocations)?

The total budget amount is \$1,869.

8.6.1 How is the budget determined?

The Virtual Library budget allocation which is divided among campuses is determined based on student census.

8.7 Describe the assessment strategy for library resources and information services.

One of the strengths of the collection of online resources is its timeliness. Many of the periodical issues can be found in the online periodical databases prior to the date that print versions are mailed to subscribers. The



online books collections are also extremely current; 82% of the online books have been published in the last ten years.

The National Librarian and Managing Directors of Instructional Operations regularly review and assess resources for their ability to support the ITT Technical Institute curricula. Many faculty members take the opportunity to supply feedback and recommendations to the National Librarian and the Curriculum Committees on current and future online resources. Usage data on licensed resources is evaluated to determine usefulness to students for course assignments.

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

There are many “How To” Guides, Database Guides and Research Guides available from the Research Help tab on the top navigation bar of the Virtual Library that help new students and faculty become familiar with the library and its resources. LRC staff is invited each quarter to attend online webinars that focus on various online resources. Detailed information is provided on content, features and best practices for instructional presentations.

8.9 Describe the facility where library and instructional resources are held.

The school’s Learning Resource Center (“LRC”) is conveniently located within the school facility and is available to students during normal school hours. The LRC supports the school’s programs of study by providing an organized collection of materials (both paper and electronic), instruction on using these materials and equipment to access electronic resources. The electronic collection, which is available 24 hours a day, seven days a week, offers online access to books, periodical databases, electronic curricula support materials and other online reference and information resources.

8.10 Describe any plans for improving instructional resources.

Current plans for improvement of the campus library involve:

- Regularly expanding the LRC collection of books, periodicals and audio-visual materials through ongoing purchases.
- Acquiring technology-related computer-based tutorial programs.
- Adding materials to support the curriculum in the area(s) of (networking, Web development, multimedia, or any new programs to be offered).
- Pursuing the development of online LRC catalog.
- Integrating activities into all curricula that will support the development of information literacy skills.
- Utilizing user feedback for continuous improvement of the Virtual Library.
- Increasing the depth and breadth of online resources available through the Virtual Library.
- Increasing the number of services, such as training modules, available to Virtual Library users.

FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S, MASTER’S AND DOCTORAL DEGREE INSTITUTIONS

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

The campus employs a Library Assistant for 30 hours per week. The Library Assistant has no supervisory responsibility but works under the supervision of the campus Dean to assist students and faculty.



Responsibilities include checking materials in and out, providing instruction on using library resources, routine cataloging, re-shelving books and inventory tasks.

A staffing combination of the Dean, faculty and Library Assistant assist students and faculty in the use of Learning Resource Center resources and equipment. All individuals utilize the LRC Operations Manual to guide day-to-day operations.

Student assistants employed through the work-study program are utilized in the LRC to increase the level of service and to assist trained staff. Student workers perform routine filing, re-shelve books and other materials, assist with copiers and printers, assist with materials processing tasks and check items in and out. Student workers are scheduled for no more than one hour alone in any four-hour block of time. This ensures that a member of the school's professional staff is available within an hour to assist students with library resources. Academic Affairs department management is always present in the building when student workers are assigned in the LRC.

8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

All staff who work in the LRC assisting students are required to complete an e-campus LRC Provider training module. In addition, LRC assistants are required to complete professional development activities to include AAC directed training sessions.

8.12 Explain how the instructional resources serve the needs of the educational programs.

Refer to response provided in 8.1.

8.12.1 How does the campus determine which reference works are acquired?

The Reference collection is selected and acquired to support the learning, teaching and information needs of students and faculty. The campus Reference collection is focused on subject support for the programs offered. Emphasis is placed on key resources that are not available online from the Virtual Library. The Reference collection includes sources that index or summarize information usually contained in the general circulating collection.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

The percentage varies from year to year but is generally 1% of ITT Technical Institutes' revenue.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

As provided above the campus allocation for 2015 is \$1,869. There is no prior budget allocation history. Three year total AAC Virtual Library budget:

2013: \$1,150,707

2014: \$ 945,439

2015: \$ 821,433

8.14.1 Explain.

Budget allocations for library acquisitions have fluctuated slightly over the past three years in part due to the timing of various renewals.

The AAC will continue to build strong digital collections.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

The Virtual Library is organized much like a traditional physical library. Reference materials, such as databases, encyclopedias, dictionaries and directories are grouped together. Full-text books are also available



from one starting point as well as linked from records in the Virtual Library Catalog. In addition, the Virtual Library offers resources grouped by programs. For example, the Information Technology Resource area offers links to program-specific career resources, online journals, news, recommended links and professional organizations all related to the Information Technology program.

All print books, videos, current and back issues of periodicals are stored in the campus LRC.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

The campus strives to provide resources for reference and research in a variety of formats and approaches to address the various learning styles and information needs of the students. Study resources may take the form of books, tutorial software, online tutorials or Web sites. Reading resources may be both print and online books and periodicals. Information technology resources include the provision of a Virtual Library as well as computer workstations and software available in the LRC. Many of the software programs utilized in coursework are available on the LRC workstations so that students can work on projects outside of class. These resources help students develop skills in the use of electronic communication, word processing, online databases and the Internet. Additionally, the LRC and the Virtual Library contribute resources and services that benefit the development of information literacy. Learning to assess information needs, find information efficiently, critically evaluate the information found and use it effectively are skills that prepare students for information challenges they will face in their careers.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

All resources are online provided through the virtual library.

8.17.2 Total number of online collections available

The Virtual Library includes licensed online books to support all ITT Technical Institute curricula. As of May 2014, there are approximately 25,000 titles to support business courses (economics, industry, commerce and finance) as well as several business-related multi-volume encyclopedias.

8.17.3 Number of titles and/or online collections related to each program offering

School of Information Technology

- 14 online collections
- Approximately 12,000 online books

School of Electronics Technology

- 12 online collections
- Approximately 6,000 online books

School of Drafting and Design

- 14 online collections
- Approximately 8,000 online books

School of Criminal Justice

- 14 online collections
- Approximately 11,000 online books

School of Business



- 16 online collections
- Approximately 25,000 online books

8.17.4 Number of titles and/or online collections related to general education courses taught

General studies

- 14 online collections
- Approximately 40,000 online books

8.17.5 Number of program-related periodicals to which the institution currently subscribes

The campus currently subscribes to 15 periodicals.

8.17.6 Number of other periodicals available

The Virtual Library provides access to 12 periodical databases, approximately 20,000 full-text publications.

8.18 Describe the library's procedures regarding student borrowing and return of materials.

Students and staff must bring their library resource request to the LRC Coordinator (or ITT Tech faculty/staff member on duty at the time). The transaction is noted in AutoLibrarian by the Library Assistant or faculty/staff member for a checkout period of two weeks.

8.19 Describe how online resources, if any, are made available to students.

Students are able to access online resources using any of the Internet-enabled computers available in the campus LRC and the computer labs.

8.20 Describe how the campus monitors student usage of the library and instructional resources?

Quarterly Virtual Library usage reports are available on-demand to Deans and Directors through the Cognos report system. The report provides the following data:

- Number of Students Accessing: number of unique students accessing the library site at least once during the reporting period.
- Number of Faculty/Staff Accessing: number of unique faculty or staff accessing the library site at least once during the reporting period.
- Total Accesses: count of all accesses during the reporting period by all location users (students, faculty, staff and alumni).
- Percentage (of students accessing the Virtual Library at least once) provides a measure to assess the level of usage among the student body for the reporting period.
- A separate Resource table provides each campus with a count of how many times users at their location used a specific online resource.

8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

Recommendations of faculty

The LRC Committee regularly supplies each faculty member with a form that can be used to make recommendations for the acquisition of LRC materials. LRC staff routinely circulate publishers' book catalogs and review materials to acquaint faculty with new materials as they become available. Faculty meetings and in-



service programs are additional forums that are utilized to gather information from faculty on library holdings and recommendations. The Virtual Library's "Contact Us" feature is frequently used to make recommendations for online resources or the National Librarian is contacted directly by email or telephone.

b. appropriate national professional organizations and societies.

Recommendations from national professional organizations and societies:

Many of the faculty members as well as the Managing Directors of Instructional Operations maintain organizational memberships that offer access to professional materials and resources. The organizations frequently provide reviews in their organizational publications of new and important resources that are then shared with colleagues and the LRC Committee or with the National Librarian. The librarians in the system also receive information from professional library organizations that publish subject bibliographies and guides to recommended resources. The following represents a partial list of organizations offering resource recommendations utilized by the faculty and staff:

- ACM SIGGRAPH
- American Civil Liberties Union
- American Correctional Association
- American Design Drafting Association
- American Health Information Management Association
- American Health Quality Association
- American Hospital Association
- American Institute of Architects
- American Institute of Constructors
- American Institute of Graphic Arts
- American Institute of Steel Construction
- American Medical Informatics Association
- American Nurses Association
- American Probation and Parole Association
- American Radio Relay League
- American Society for Engineering Education
- American Society for Testing and Materials
- American Society of Civil Engineers
- American Society of Criminology
- American Society of Interior Designers
- American Society of Landscape Architects
- American Society of Mechanical Engineers
- American Subcontractors Association
- Associated Builders and Contractors
- Associated General Contractors of America
- Association for Computing Machinery
- Association for Information Systems
- Association for Logic Programming
- Association for Multimedia Communications
- Association for Women in Computing
- Association of C and C++ Users
- Association of Construction Inspectors
- Association of Information Technology Professionals



- Association of Internet Professionals
- Association of Shareware Professionals
- Autodesk User Group International (AUGI)
- Building Trades Association
- Business Software Alliance
- Computer Graphics Society
- Computer Professionals for Social Responsibility
- Construction Management Association of America
- Consumer Electronics Association
- Digital Games Research Association
- DVD Association
- Electronics Industry Alliance
- Electronics Technicians Association
- Entertainment Software Association
- Graphic Artists Guild
- Healthcare Information and Management Systems Society
- Healthcare Information Technology Standards Panel
- IEEE Components, Packaging and Manufacturing Technology Association
- IEEE Computer Society
- IEEE Computer Society's Technical Committee on Security and Privacy
- IEEE Robotics and Automation Society
- IEEE: Institute of Electrical and Electronics Engineers
- Industrial Designers Society of America
- Information Systems Audit and Control Association
- Information Systems Security Association (ISSA)
- Information Technology Association of America (ITAA)
- International Association of Chiefs of Police
- International Association of Law Enforcement Planners
- International Game Developers Association
- International Society of Certified Electronics Technicians
- Internet Society
- Materials Research Society
- National Alliance for Health Information Technology
- National Association of Health Data Organizations
- National Association of Home Builders
- National Association of Women in Construction
- National Council of the State Boards of Nursing
- National Crime Prevention Council
- National Criminal Justice Association
- National Cyber Security Alliance
- National Fluid Power Association
- National League for Nursing
- National Police Officers
- National Police and Security Officers Assoc. of America
- National Sheriffs' Association
- National Society of Black Engineers
- National Student Nurses Association



- Network and Systems Professionals Association
- Network Professional Association
- Product Development and Management Association
- Project Management Institute
- Robotics Industries Association
- Robotics International of SME
- SkillsUSA-VICA
- Society for Technical Communication
- Society of Automotive Engineers
- Society of Internet Professionals
- Society of Manufacturing Engineers
- Society of Women Engineers
- Software and Information Industry Association
- Surface Mount Technology Association
- Telecommunications Industry Association
- The Instrumentation, Systems and Automation Society
- United Telecom Council
- Visual Resources Association
- Women in Technology International (WITI)
- World Organization of Webmasters
- World Wide Web Consortium

c. a nationally recognized list (or lists) of online collections, books and periodicals.

(ALA, 1988) is long out-of-date and has been supplanted by the Association of College and Research Libraries' periodical, CHOICE. CHOICE annually publishes a list of outstanding academic books of the previous year and this publication is utilized by the National Librarian and Managing Directors of Instructional Operations as a source when reviewing both online and print recommended resources. Developing Library and Information Center Collections, 5th Edition (Libraries Unlimited, 2005), Recommended Reference Books for Small and Medium Sized Libraries and Media Centers, Rev. Ed. (Libraries Unlimited, 2010), the Kovacs Guide to Electronic Library Collection Development: Essential Core Subject Collections, Criteria and Guidelines, 2nd Ed (Neal-Schuman, 2009), Sci-Tech News, Library Journal, Booklist, Science Books and Films and Academia are additional nationally recognized sources that are used by ITT Technical Institute staff in building high quality collections. Bibliographies included in Accessscience, the Licensed Online Version of the McGraw-Hill Encyclopedia of Science and Technology, Britannica Online and Publications of Eevl (Internet Guide to Engineering, Mathematics and Computing) are also used for collection development. Materials are acquired from a wide variety of publishers and publishers' catalogs are another source utilized for selection. LRC staff also exchange information about recommended resources through the LRC Best Practices Web site since resource needs are similar throughout the library system.

8.22 Describe any plans for improving the library.

Current plans for improvement of the campus library involve:

- Regularly expanding the LRC collection of books, periodicals and audio-visual materials through ongoing purchases.
- Implementing interlibrary loan arrangements with the Vista Public Library.
- Adding materials to support the curriculum in the areas of (networking, drafting and design, electrical engineering, information technology, business administration and project management.)



- Pursuing opportunities to promote information literacy.
- Integrating activities into all curricula that will support the development of information literacy skills.
- Utilizing user feedback for continuous improvement of the Virtual Library.
- Increasing the depth and breadth of online resources available through the Virtual Library.
- Increasing the number of services, such as training modules, available to Virtual Library users.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

8.23 How does the professionally trained individual maintain his/her professional awareness?

Suzanne Braun-McGee, ITT Educational Services Inc. National Librarian holds a Master of Library Science degree from Indiana University. She has 29 years of professional library experience, specializing in reference services, online searching and electronic resources, with 20 years of library management experience. She is a member of the American Library Association and its divisions (Association of College and Research Libraries, Community and Junior College Libraries Section, Health Sciences Interest Group, and Librarianship in For-Profit Educational Institutions Interest Group) and the Indiana Library Federation. Suzanne's professional awareness is maintained by attendance at national, state, and local conferences, subscription to professional journals, participation in library discussion forums, and research conducted to support the development of training materials, procedural documents, and long-range plans. Her attendance at recent conferences includes the 2014 Indiana Library Federation Conference.

8.24 How many hours a week does the professionally trained individual personally supervise the library?

The National Librarian personally supervises and manages the AAC's library system on a regular daily basis or approximately 40+ hours per week. Responsibilities include managing the Virtual Library, designing strategic plans for library collections, selecting and implementing electronic resources to support the curricula, developing training materials and providing support to Deans and LRC staff to provide efficient and effective library services to students. Direct reference assistance to students is provided by the National Librarian and other professional librarians through the "Ask a Librarian" online reference service. The National Librarian works with the Dean at each campus to ensure the delivery of library services. The Dean is responsible for staffing the LRC, overseeing LRC acquisitions and collection maintenance, training LRC service providers and completing the Annual LRC Report and submitting it to the National Librarian.

8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

The campus provides its students and faculty with a Virtual Library that not only supports their teaching, learning and research needs, but also offers opportunities for further academic and intellectual exploration. The Virtual Library is available 7 days a week, 24 hours a day, from any Web-enabled computer. By utilizing technological advances and the dynamic environment of the World Wide Web, the AAC has created a library that comes to the user. The Virtual Library provides access to rich databases that provide a mix of searching and information delivery to bring documents directly to a user's desktop. The online collection includes full-text books, periodical databases providing full-text magazines, newspapers and journals, authoritative encyclopedias and other reference sources and links to Web sites selected for relevance to the programs of study. In addition, the Virtual Library provides traditional library services in the online environment. Information seekers receive support through the "Ask a Librarian" reference service and curriculum-specific research guides, tutorials and collections of frequently asked questions and answers.

The campus provides students with a computerized catalog of LRC materials. The (name) system is available to students and faculty to search for materials by title, author, subject, or keyword. The system includes a Web-based or networked or workstation catalog of holdings, a circulation system and (any other modules included).



Information technology in the LRC includes networked computers, each offering a CD-ROM drive. Primarily the computers are general purpose, offering Microsoft Office (word processing, spreadsheet, database and presentation software) and tutorial programs. They are connected to the classroom network and have Internet access and access to laser printers.

8.26 What system is used to catalog library titles?

The Virtual Library is organized much like a traditional physical library. Reference materials, such as databases, encyclopedias, dictionaries and directories are grouped together. Full-text books are also available from one starting point as well as linked from records in the Virtual Library Catalog. In addition, the Virtual Library offers resources grouped by programs. For example, the Information Technology Resource area offers links to program-specific career resources, online journals, news, recommended links and professional organizations all related to the Information Technology program.

8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

LRC hours are 8:00 am to 9:30 p.m. weekdays. The LRC is also open from 8:00 am to 2:00 p.m. most Saturdays. No activities are conducted that are not consistent with traditional library functions.

The Virtual Library is available 24 hours a day, 7 days a week, 365 days a year from any Web-enabled computer.

8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.

Not Applicable

8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

The online books collections is extremely current; 82% of the online books have been published in the last ten years.

The National Librarian and Managing Directors of Instructional Operations regularly review and assess resources for their ability to support the ITT Technical Institute curricula. Many faculty members take the opportunity to supply feedback and recommendations to the National Librarian and the Curriculum Committees on current and future online resources. Usage data on licensed resources is evaluated to determine usefulness to students for course assignments.

FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.

Not Applicable

8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.

Not Applicable



SELF-STUDY QUESTIONS SUPPLEMENT

9. DISTANCE EDUCATION and OTHER FORMS OF NONTRADITIONAL EDUCATION

For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

INSTITUTIONAL READINESS

9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.

Most of the courses currently offered online to resident students are general education courses. Core courses associated with online degree programs offered by the ITT Technical Institute, Indianapolis—Online Division, may also be available to resident students in an online format. The specific name and description for each of these courses can be found in the enclosed catalog.

General education courses and approved core courses are taught in residence or online in order to provide students with greater flexibility to complete those courses. Students taking these courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes. In some instances, the online delivery is blended, meaning there is the online component combined with residence tutoring support.

9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.

<50% of resident program courses may be taken in an online format.

9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).

The strategy of offering courses online makes sense from a delivery and practical point of view. The online courses offered across the ITT Technical Institute system have identical learning objectives as the resident courses. Online delivery allows for greater flexibility in student schedules. The ability to offer courses online provides students, most of whom work at least part-time, more flexibility and provides additional options in balancing educational endeavors with the other commitments.

Distance education courses are delivered online over the Internet through an asynchronous learning network using the ITT Technical Institute Learning Management System (LMS). There is a prescribed schedule for completion for each of the courses. Support materials for each distance education course are provided to resident students at the local campus. Students enrolled in fully online degree programs receive support materials by various means, depending on the format in which the material is available. These may include direct shipment to the student's personal address, provision of electronic copies via the Student Portal or Virtual Library, or links contained directly within the LMS. Support materials may include course syllabus, textbook (print or electronic), CD-ROM and other printed documents required for the distance education course. Interaction between students, faculty and online support personnel is conducted through the LMS, telephone and the ITT Technical Institute email system.

All learning objectives pertaining to resident and online course delivery were developed at the AAC by its professional curriculum development staff within the Curriculum department. Course development for these two delivery types follows separate but similar processes to address the particular needs of each delivery format. For both delivery types, systematic instructional design processes were followed in selecting the



content for each course. As with the residential versions of the courses, evaluation of the distance education students is based on the students completing the course objectives.

Because all students enrolled at a resident campus receive instruction at the resident location in addition to any online courses taken, the student services are the same for all these students, regardless of the mode of delivery. Students enrolled in the fully online degree programs are provided services analogous to those offered at resident locations through a dedicated online Student Support staff, School/Program Faculty Managers, online tutors and online instructors. These support services are available to students through various means, including email, toll-free phone access and the ITT Technical Institute Learning Management System.

9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.

All online courses are delivered by ITT Technical Institute, Indianapolis—Online Division

9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.

Not Applicable

9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery.

Students complete a student satisfaction survey quarterly as part of each distance education class. Survey data contains information on student satisfaction on the online delivery format, faculty, curriculum and student services. This data is analyzed by the online administration on a quarterly basis and is included in the student survey statistics, which are part of the campus CEP. Survey results are used in the course revision process, assigning of faculty to courses for subsequent quarters and to improve student satisfaction.

Faculty members are provided many avenues to provide feedback on the online courses and their experiences. Faculty members provide curriculum feedback on a regular basis during the regular faculty meetings and through enhancement requests for both the learning management system and the course curriculum. There is also a faculty collaboration portal where online faculty can interact and provide curriculum feedback.

9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?

Students complete a student satisfaction survey quarterly as part of each distance education class. Survey data contains information on student satisfaction on the online delivery format, faculty, curriculum and student services. This data is analyzed by the online administration on a quarterly basis and is included in the student survey statistics, which are part of the campus CEP. Survey results are used in the course revision process, assigning of faculty to courses for subsequent quarters and to improve student satisfaction.

Faculty members are provided many avenues to provide feedback on the online courses and their experiences. Faculty members provide curriculum feedback on a regular basis during the regular faculty meetings and through enhancement requests for both the learning management system and the course curriculum. There is also a faculty collaboration portal where online faculty can interact and provide curriculum feedback.

9.4 Who oversees the distance education and/or self-paced course/program curriculum?

Dr. Dean Kempter is the Vice President and Chief Academic Officer of the ITT Technical Institutes and Dr. Karley K. Adney is the Managing Director of Instructional Operations for the Online Division.

9.4.1 What are this individual's qualifications?



Dr. Dean Kempter is the Vice President and Chief Academic Officer of the ITT Technical Institutes, which includes the Breckinridge School of Nursing and Health Sciences and related distance education. Dr. Kempter joined ITT/ESI October 11, 2004 and served as the college Director at ITT Technical Institute, Everett. Prior to ITT/ESI, Dr. Kempter was the Vice President of North American Operations at the City University of Seattle and Executive Director at the Edlearn Consortium of Washington (state) colleges and universities. He earned his Doctorate in Educational Leadership and Policy Studies from the University of Washington, MBA from the City University of Seattle and BS in Economics from Central Washington University. Dr. Kempter oversees the academic administration and student assessment of the ITT Technical Institutes.

Dr. Karley K. Adney is the Managing Director of Instructional Operations for the Online Division. She supervises faculty and academic staff in the Hybrid and fully Online Degree Programs to ensure delivery of high-quality online instruction. She earned a Doctor of Philosophy degree in British literature from Northern Illinois University; she obtained Master and Bachelor of Arts degrees in English and a minor in Mathematics from St. Cloud State University. Prior to this role, Dr. Adney was an Assistant Professor for the University of Wisconsin-Colleges system.

9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

Dr. Dean Kempter and Dr. Karley K. Adney.

ADMISSIONS REQUIREMENTS AND ENROLLMENT

9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

Students must meet the campus' admission requirements as described in the admission section of the catalog. Admissions requirements for fully online degree programs are described in the Indianapolis catalog. For resident students wishing to take online courses, only those students who establish that they are academically qualified will have the option of taking their general education courses either online or in residence. Students who choose to take courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes.

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

Any student who is registered to take a distance education course is assigned a unique login identifier and prompted to create a unique password. The unique login identifier and instructions on how to create a unique password is sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at <http://www.itt-tech.edu/privacy.cfm/>. A student will not be charged any fees for verifying the student's identity.

9.6.2 How the student's privacy will be protected in the identity verification process?

The campus has a privacy policy as disclosed in the campus catalog: <http://www.itt-tech.edu/privacy.cfm/>.

9.8 Describe the orientation program for distance education and/or self-paced students.

Each student is offered an online orientation program that prepares students to be successful in distance education courses. The orientation program introduces students to the LMS, requires students to complete exercises to master the mechanics of the system and provides guidance for students to follow to maximize the effectiveness of the learning experience. In addition to the online orientation, resident students have access to resident campus staff for assistance with orientation as requested. Students in fully online degree programs receive additional orientation from the Student Support staff via targeted and scheduled email and phone



campaigns. These campaigns are designed to provide timely and useful information related to available resources and academic policies.

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

9.9 Describe how interaction between faculty and students takes place.

Students and faculty interact within the LMS through email, shared and private folders and through the discussion forums established for each course. Courses are designed so that active student participation in these interactivities is strongly encouraged and in some cases required.

If required, students and faculty have the ability to interact via the telephone or via private email. However, interaction within the LMS is preferred.

9.10 Describe how interaction among students takes place.

Students interact with other students within the LMS via the message center, shared folders and through the discussion forums established for each course. Many of the courses offered in distance education have group activities as part of the graded learning plan.

9.11 What is the student-teacher ratio for distance education courses?

Online courses are typically offered with a 25:1 student-teacher ratio.

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

When students first enroll in an online course, they are issued a login and password that allows their entrance into the LMS and their specific course(s) for that quarter. Students introduce themselves to the faculty member and student cohort using the discussion forums and the message center. Interaction between students, faculty and online support personnel is conducted through the LMS and the email system and occasional personal telephone calls. Faculty members are required to respond to all questions posted by students within 24 hours. In addition, all distance education faculty members are required to host office hours for a minimum of two hours each week to provide additional interaction between the students and the faculty member.

The faculty member may post threaded discussion topics and questions to which students respond as part of the lesson plan. Students complete assignments and faculty provide feedback, coaching and instruction and refer students to additional online tutorials as required. For new students, the delivery of their online course is structured to ensure that all discussion forums that are part of the learning plan are graded. Faculty members can create additional discussion forums that are not a part of the graded learning plan but serve to facilitate group activities and to encourage the students to discuss other topics relevant to the course. Students who take online courses while enrolled at a resident campus enjoy additional opportunities to communicate with other members of the campus staff in a face-to-face as well as online setting. Students who are enrolled in fully online degree programs are contacted frequently by a Student Support staff tasked with monitoring student progress, assisting students with navigating the LMS and other institutional resources and providing guidance pertaining to the learning process as it relates to online courses at the institution. These additional support opportunities play a significant role in student success.



FACULTY AND INSTRUCTIONAL SUPPORT

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

The institution provides a mandatory, facilitated faculty training program specifically related to teaching in an online environment. The training includes an orientation to the LMS, program overview, policies and procedures and course syllabi. This training includes an emphasis on faculty development in the online environment and provides an ongoing set of activities and resources devoted to communicating with students and improving academic performance and student satisfaction. The training/orientation includes the following major topics:

- Creating Student Success – Online
- Preparing to Teach – Online
- Basic Teaching Skills - Online

Instructors also have access to the Virtual Library and all of its resources. The faculty collaboration portal provides Directors, Deans and LRC employees an easy and convenient way to communicate with colleagues regarding questions, issues, procedures, concerns and activities. The forums are moderated and serve as up-to-date conduits of information. Additional staff resource areas are in development to deliver training materials, newsletters, collections of recommended Web links, bibliographies, file downloads and events calendars.

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

Each faculty member receives a detailed course syllabus, assigned textbooks and supporting materials and access to all established course materials. In addition, all faculty members have access to educational resources specifically selected to support the curricula available through the Virtual Library.

9.14 Identify the platform used to deliver instruction.

Distance education courses are delivered online over the Internet through an asynchronous learning network. The AAC has invested in the development of its own learning management system. This system allows for the direct control of all functionality related to delivering high quality distance education program offerings.

The Virtual Library includes supplemental learning materials such as texts associated with select courses and a wide range of reference materials to assist in researching course topics.

RESOURCES AND EQUIPMENT

9.15 What is the budget allocated to distance education delivery?

The AAC budgets nearly ten million dollars per year to distance education. This amount includes administrative and faculty salaries, training costs, telephone and mail expenses related to communicating with students, course management system development and maintenance, capital equipment and facility rentals. Each campus shares in these costs based on the number of students enrolled in courses offered through distance education.

9.16 Describe the instructional resources, equipment and library resources available to students on-line and residentially.

Each student taking a course offered through distance education has access to the campus LRC and to the Virtual Library that are described in detail in section eight of this self-study narrative.

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are sent to the student. These materials may include course syllabus, textbook/eBook, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort



group for each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.

Any student who is registered to take a distance education course will be assigned a unique login identifier and prompted to create a unique password. The unique login identifier and instructions on how to create a unique password will be sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at <http://www.itt-tech.edu/privacy.cfm/>. A student will not be charged any fees for verifying the student's identity.

Online Student Preparation - Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the online student preparation, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

Student Equipment - The student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education courses in any program that is taught online over the Internet. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and printer), software, Internet service and e-mail account ("Student Equipment"). In order to assist students whose access to their Student Equipment is disrupted, the school will, from time to time in its discretion, make available certain computers, associated peripheral equipment and Internet access at the school for use by those students.

Required student equipment is outlined in detail in response to Q. 9.26.

STUDENTS AND STUDENT SERVICES

9.17 Describe the student services available to students taking coursework on-line.

Most students taking general education courses online are also enrolled in core courses that are offered on campus, providing these students with access to all of the student services available to students as described previously in this Self-Study. Students communicate with online faculty members through the LMS message center, email and telephone. In addition, Student Support Coordinators are available to all online students (resident and fully online) via email and telephone for technical assistance on Monday through Friday from 8:00 a.m. to 12:00 midnight EST, Saturday from 8:00 a.m. to 7:00 p.m. EST and on Sunday from 1:00 p.m. to 12:00 midnight EST.

STUDENT EVALUATION AND PROGRAM ASSESSMENT

9.19 How are students taking self-paced and/or distance education courses evaluated?

Students taking distance education courses are evaluated through a variety of required activities including participation in discussions, quizzes and tests, assignments, labs, projects and / or exams. Graded activities are submitted to the faculty for evaluation through the LMS.

9.20 How is retention monitored?

Retention of a student enrolled in both online and resident courses is monitored by the online administrative staff, local campuses and by the AAC through a variety of reports available through the campus' electronic records maintenance system and through reports generated through the LMS. Examples of these reports are available at the campus for review by the visiting team. Because most resident students enrolled in a distance education course also typically attend two courses on campus during the same quarter, the students are additionally monitored for retention as described in section one of this self-study narrative.

Retention of students enrolled in fully online degree programs is monitored by the Vice President of Online Instructional Operations, Manager of Instructional Operations, Manager of Academic Administration, School/Program Faculty Managers and Student Support Coordinators. Using the reporting systems described in



the preceding paragraph, these students are proactively contacted by Student Support staff to ensure that regular attendance is maintained and that obstacles to student success are removed wherever possible.

9.21 Describe the placement services that are available.

Resident students participating in distance education courses also attend residence classes. Consequently, students have access to employment-related services described throughout this self-study. Students enrolled in fully online degree programs are served by a dedicated online Career Services staff, whose services are analogous to those offered at resident campuses. Moreover, the online Career Services department coordinates with its resident ITT Technical Institute campus counterparts to leverage employment contacts in local communities in the vicinity of job markets of interest to the online student.

9.22 Describe how student, faculty and employer satisfaction are identified.

Student, faculty and employer satisfaction are identified through the mechanisms described earlier in this self-study. Students complete a student satisfaction survey quarterly as part of their last week activities in their distance education class. Survey data contains information on student satisfaction on the online delivery format, faculty member, curriculum and student services. This data is analyzed by the online administration on a quarterly basis. Survey results are used in the course curriculum revision process, assigning of faculty to courses for subsequent quarters and to improve student satisfaction.

9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

The institution measures mastery objectives for the courses offered in a distance education environment through evaluation of student production including participation, quizzes and tests, assignments, projects and / or exams. Mastery of the core competencies of the program is measured through academic results, student satisfaction and employer satisfaction as described earlier in this self-study.

9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

There is no "seat time" requirement implicit in the definition of a credit hour. An institution that is offering asynchronous online courses must determine the amount of student work expected in each online course in order to achieve the course objectives, and to assign a credit hour based on at least an equivalent amount of work as represented in the definition of credit hour. Since there is no clear definition for in class and out of class work for an online course, the AAC designs online courses so that the total time spent by students on course work is a minimum of 135 hours.

PUBLICATIONS

9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

The statements in the catalog, Web site and advertising/promotional materials regarding distance education meet the requirements for institutions offering coursework through distance education. Please refer to the current catalog, the itt-tech.edu Web site and other related materials.

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students and any special costs for the students associated with nontraditional education.

As provided in the campus catalog, Any or all of the courses in a program that are marked with a "+" in the program outline for that program in the Curricula section of this catalog may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may



determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are sent to the student. These materials may include course syllabus, textbook/eBook, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort group for each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.

Any student who is registered to take a distance education course will be assigned a unique login identifier and prompted to create a unique password. The unique login identifier and instructions on how to create a unique password will be sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at <http://www.itt-tech.edu/privacy.cfm/>. A student will not be charged any fees for verifying the student's identity.

Online Student Preparation - Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the online student preparation, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

Student Equipment - The student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education courses in any program that is taught online over the Internet. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and printer), software, Internet service and e-mail account ("Student Equipment"). In order to assist students whose access to their Student Equipment is disrupted, the school will, from time to time in its discretion, make available certain computers, associated peripheral equipment and Internet access at the school for use by those students.

Computer, Software Requirements and Specifications and Internet Service - The computer (and the associated accessories and peripheral equipment), software and Internet service included in the Student Equipment must satisfy the following specifications:

Minimum Requirements for Computer: Intel ®Core™ 2 Duo or AMD Phenom™ II or equivalent PC-compatible (Macintosh or UNIX-based machines are not supported), 1.8 GHz processor speed (or greater), 2GB RAM (4GB preferred), DVD±R optical media drive, 40GB free space (60GB preferred) on master hard drive (additional free space may be required during installation), 1280x1024 display resolution, 16-bit color qualified hardware accelerated Open GL 3.1 (or greater) video card supporting DX10 (shader 4.0), 256MB video memory, stereo sound card, sound output device (internal or external speakers, or headset), sound input device (microphone) (combination headset with microphone recommended), available USB 2.0 port.

Minimum Requirements for Software: Microsoft Windows 7 (or higher), Microsoft Internet Explorer 7.0 (or higher), Microsoft Office Professional 2007 (or higher), and functional e-mail address with file attachment capabilities. The student will be required to obtain any software tools, plug-ins and/or applications identified in the course syllabus for any course in the program of study.

Minimum Requirements for Internet Service: Broadband connection such as cable or DSL. The student is obligated for any expense associated with obtaining access to the above specified computer equipment, software, Internet service and e-mail account.

**CAMPUS
EFFECTIVENESS PLAN**

ITT Technical Institute 

Vista

Last Update
6/11/2015

Campus Effectiveness Plan June 2015

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Campus Effectiveness Plan June 2015

INTRODUCTION

History of the Campus

The ITT Technical Institute in Vista is part of a nationwide system of colleges. The school offers academic associate degree and bachelor degree programs.

Institutional Mission Statement

The mission statement of ITT Technical Institute provides the guidance and vision for the institution and its operations. The staff and faculty of the institute are committed to this mission. The mission statement of the institute is as follows:

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers career-related educational programs that integrate life-long learning with knowledge and skills to help students:

- *pursue their personal interests and objectives;*
- *develop intellectual, analytical and critical thinking abilities; and*
- *provide service to their communities*

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

Institutional Philosophies

- Programs of study will foster critical thinking, communication and teamwork skills while reinforcing both the theoretical and applied principles of technology.
- Student support services will facilitate the matriculation process and help students prepare for potential career opportunities. Our student services include financial aid assistance, helping students prepare for employment opportunities, tutoring and academic advising.
- Cultural and ethnic diversity in its faculty, staff and student body will be encouraged.
- Course content will be reviewed periodically to ensure continued relevance with technology in the workplace.
- To help students pursue their evolving education goals, each program of study may integrate technology, lifelong learning and professional development activities.
- Each program of study will promote an active learning environment.
- Public service programs, civic engagement and charitable activities may be promoted as part of the education process.

Statement of Ownership

ITT Technical Institute is owned and operated by ITT Educational Services, Inc. (ITT/ESI), a leading private college system focused on technology-oriented programs of study. ITT/ESI operates more than 135 ITT Technical Institutes in 38 states, which provide career-focused degree programs. Headquartered in Carmel, Indiana, ITT/ESI has been actively involved in the higher education community in the United States since 1969.

Accreditation and Approval

The school maintains approval to operate from the Bureau for Private Postsecondary Education and the California State Approving Agency for Veterans.

The institute is accredited by the Accrediting Council for Independent Colleges and Schools to award academic associate degree and bachelor degree programs.

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CEP OVERVIEW

Purpose

The Campus Effectiveness Plan (CEP) is a systematic and ongoing process to implement continuous improvement, determine internal effectiveness, assess progress and change, communicate outcomes, and demonstrate regulatory compliance. This is accomplished by collecting, analyzing, and acting on data and information related to the goals and initiatives developed to support ITT Technical Institutes' mission and philosophies.

The primary categories measured to determine institutional effectiveness are:

- Student Retention
- Graduate Placement
- Graduate Satisfaction
- Employer Satisfaction
- Student Learning Outcomes
- Curriculum Review
- Student Enrollment

The key activities used to track and make appropriate recommendations for progress and/or improvement in these categories are:

- Instruments of assessment
 - Identify and describe how data is collected
 - Provide rationale for using each type of data
- Analyze historical data
 - Where the institution has been
 - Where the institution is now
 - Baseline measures for future progress
- Establish goals for future results in agreement with the mission statement, Operating Plan, and Strategic Plan
- Develop plans to achieve goals in agreement with the mission statement, Operating Plan, and Strategic Plan
 - Establish initiatives
 - Determine monitoring responsibilities
- Implement initiatives to improve institutional effectiveness in agreement with the mission statement, Operating Plan, and Strategic Plan
- Analyze the initiatives for effectiveness and agreement with the mission statement, Operating Plan, and Strategic Plan
- Repeat the process at established intervals

Development

The CEP Team and Responsibilities

Using the institute's mission statement as the guiding vision of the CEP, the development and implementation of the CEP is a collective effort.

The institution is organized into key functional areas of operation. These department areas include:

- Academics
- Recruiting/Marketing
- Finance (Financial Aid)
- Career Services
- Administration (includes Registrar)

The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus steering team.

The CEP Team consists of:

- Director – Thomas Corbett
- Director of Recruitment – Thomas Corbett
- Dean - Martha Gonzalez
- Director of Finance – Catherine Cook
- Director of Career Services – David McCulloh

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- Registrar – Catherine Cook
- Faculty Representatives from each School of Study – Howard Smith and Patrick Cubel

The functional directors work within their departmental teams to perform the actions included in the CEP. The campus Director has the ultimate responsibility to ensure the implementation of the CEP.

The responsibilities of the CEP Team have been established to monitor and assess the institution's effectiveness using the following guidelines:

- Each department is represented on the CEP Team. Using historical performance data and input from the various departmental staff, the CEP Team establishes baseline data for each of the primary areas of evaluation.
- The CEP Team develops a list of desired goals and initiatives. These goals and initiatives are necessary to improve the school's effectiveness in meeting the needs of students, employers, employees, and other communities it serves.
- The CEP Team develops a cohesive strategy for continuous improvement for the school. Specific departmental objectives are identified which satisfy the overall plan.
- The progress and success of stated goals, initiatives, and outcomes are reviewed quarterly and appropriate amendments and/or revisions may be added. The agenda, participants, and minutes of these quarterly meetings are maintained at the school.
- The institute's management team discusses the progress of many of the plan's initiatives at weekly managers' meetings. In addition, several of the initiatives may be discussed at faculty meetings, faculty in-services, and other school departmental gatherings.

Objectives

ITT Technical Institute is continuously monitoring itself and searching for ways to improve its effectiveness. The institute has identified several key objectives that are foundational to pursuing continuous improvement and development and meeting the needs of students, employees, and employers:

- Ensure that the school is responsive to the needs of the individual student and has the services available to maximize student success.
- Provide the resources and tools to assist students in acquiring technical, critical thinking, and interpersonal skills to help them achieve success in the workplace.
- Ensure that quality, compliance, and customer satisfaction are always at the forefront of all that we do.
- Focus on the development of faculty teaching skills by ensuring that individualized development plans are established and implemented.
- Ensure that the institute and its employees stay current with changes in business and industry as it relates to workplace skill needs.
- Assist students and graduates in securing exceptional employment opportunities related to their field of study.
- Provide ongoing career and education assistance to students and graduates.
- Ensure student enrollment is maintained at a level that allows for continued financial stability and institutional growth.

It will be these basic objectives that will drive the CEP.

PROGRAM OFFERINGS AND CHARACTERISTICS

ITT Technical Institute is divided into 5 schools of study offering academic associate degree and bachelor degree programs.

The programs emphasize technology or health science-oriented study leading to an associate degree or bachelor degree and employment in entry-level positions. All programs blend traditional academic instruction with practical applications of theory in a laboratory environment and are designed to foster critical thinking, communication, and teamwork skills, while reinforcing both the theoretical and applied principles of technology. Each curriculum integrates technology, lifelong learning, and professional development activities. Curricular integration helps students connect the entire learning process to their lifetime career goals. These skills are essential for success in a dynamic information society. Students also receive instruction in general education subjects. The programs consist of introductory quarters of basic knowledge and skills common to all programs. The later quarters of the programs allow students to pursue more specialized areas of study.

Instructors, corporate curriculum specialists, and Advisory Committees review curriculum content regularly to ensure continued relevance with technology or with current trends in healthcare in the workplace.

See **Appendix 1** for detailed characteristics of each program offered at the campus.

Distance Education

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Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of the courses. Support materials for each distance education course are provided to the student. These materials may include course syllabus, textbooks or E-textbooks, CD-ROMs and other printed documents required for the distance education course. Interaction between students, faculty, and Online support personnel is conducted through the Learning Management System and the email system.

Courses are taught in residence or online in order to provide students with greater flexibility. Students taking the courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes. In some instances, the online delivery is blended, meaning there is the online component combined with residence tutoring support.

Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the Online Student Preparation (OSP) offering, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

The courses were developed at the institution's national headquarters by its professional curriculum development staff. Systematic instructional design processes were followed in selecting the content for the course. As with the residential versions of the courses, evaluation of the distance education students is based on the students completing the course objectives. Student services are the same for all students, regardless of the mode of delivery.

INSTITUTIONAL/PROGRAM DEMOGRAPHICS

Students' ages fall into non-traditional postsecondary age ranges but all students have a high school diploma or a GED. With a flexible schedule of classes, students have time available for at least part-time employment. Although it is not encouraged, many students work full-time.

Chart (A)(2) Part 1
Institutional Demographics

Total Enrollment		# of Students
	A.M. Students	0
	P.M. Students	141
	Part-Time Students	45
Gender:		% of Students
	Female	7.1%
	Male	92.9 %
Race:		% of Students
	Caucasian or White, non-Hispanic	31.2%
	African-American or Black, non-Hispanic	11.3%
	Hispanic	38.3%
	Asian or Pacific Islanders	7.8%
	American Indian or Alaskan Native	1.4%
	Undisclosed	9.9%
Age:		# of Students
	Age 17 - 20	17
	Age 21 – 25	33
	Age 26 – 30	36
	Age 31 – 40	40
	Age 41 – 50	13
	Age 51 – 60	2
	Age > 61	0

Data Source: Census Cube/Total Census (Cognos)

Chart (A)(2) Part 2
Program Demographics

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		% of Program Census						
Programs	Census	% Total Enrolled	P.M. Students	Male	White	African/American	Under Age 25	Age 25 and Over
ASELCT	60	42.86%	70%	93.33%	23.33%	13.33%	26.67%	73.33%
ASNSA	63	45%	85.71%	92.06%	42.86%	7.94%	39.68%	60.32%
BSEECT	17	12.14%	100%	94.12%	11.76%	17.65%	5.88%	94.12%
TOTAL	140							

Data Source: Census Cube/Beginning Census (Cognos)

The demographic information of the school reflects the communities in which it serves.

OUTCOMES

Student Retention

The campus focus is on developing a rapport with students and proactive retention activities to ensure good learning outcomes and maximize the retention of students.

Instruments of Assessment

The institute utilizes the ACICS Campus Accountability Report (CAR) as a key tool for measuring student retention rates. This tool provides two benefits: (1) A well thought out and consistent measure for tracking and analyzing retention rates, and (2) the ability to utilize the aggregate data provided by ACICS as a measuring tool to evaluate its own performance.

Additional key instruments used to assess student retention include the following:

- *Student Attrition:* Attrition is the counterpart to retention. High attrition indicates low retention and vice versa. The Census Report is reviewed at least monthly.
- *Student Engagement:* Student engagement is measured by student attendance and the ability to complete program courses.
- *Student Course Evaluations:* Student Course Evaluations are administered at the completion of each course. These surveys are reviewed and possible retention issues identified.
- *Quarterly Student Evaluation:* This evaluation is administered quarterly and are another way to identify underlying reasons for low retention.

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Historical Data

Baseline data to be used in assessing and evaluating institutional effectiveness for the retention element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow.

Chart (B)

Retention/Placement History (Three Years of CAR Information)					
ACICS Campus Level Standards					
<i>Rates below either standard for the 2014 report period require an Improvement Plan (Appendix 2)</i>					
Compliance: 60% Retention/Placement					
Benchmark: 70% Retention/Placement					
Year Ending June 30,	ACICS Aggregate Retention/Placement	Campus Retention Rate	Campus Placement Rate	Goals Retention/Placement	
2015	TBD%	72.67%	100%	70%	80%
2016	TBD%	TBD%	TBD%	70%	70%

Data Source: ITT Reports for Current YTD and ACICS Annual CAR Reporting Historical

Chart (C)

ACICS Program Level Standards											
<i>Rates below either standard for the 2014 report period require an Improvement Plan (Appendix 2)</i>											
Compliance: 60% Retention/Placement											
Benchmark: 65% Retention/70% Placement											
CAR Retention/Placement											
Credential	Programs	Three Year Avg								Goals	
		2012		2013		2014		Ret.	Pla.	Ret.	Pla.
		Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	65%	70%
		%	%	%	%	%	%	%	%		

Data Source: ACICS Annual CAR Reporting (remove programs that are no longer active at your campus)

Chart (C1) 2015 ACICS CAR Outcomes YTD

Programs	Retention Year to Date	Placement Year to Date
ASELCT	65.33%	100%
ASNSA	73.75%	100%
BSEECT	100%	0%
BSPMA	100%	100%

Data Source: ITT Reports

Chart (D) Student Attrition

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
ASELCT	0%	0%	4.27%	7.14%	6%
ASNSA	0%	0%	3.37%	5.31%	5%
BSEECT	0%	0%	0%	0%	6%

Data Source: Census Cubes (Cognos) Business Quarters

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Chart (E)
Student Engagement

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
AS ELCT	0%	0%	0%	80.61%	81%
AS NSA	0%	0%	0%	80.46%	81%
BS EECT	0%	0%	0%	92.25%	92%

Data Source: Engagement Rate by Program (Cognos) Academic Terms

Chart (F)
Student Course Evaluation

Responses are ranked: 5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

Survey	# of Students Surveyed	# of Students Responding	Student Response Rate			
2014 Students	41	22	53.66%			
Goals:			Minimum Response Rate: 65%		Overall Aggregate Rating: 4.0	
Student Survey Questions:			Twelve Quarter (Three Year) Average	2012 Student Response Results [Overall rating, e.g., 3]:	2013 Student Response Results [Overall rating, e.g., 3]:	2014 Student Response Results [Overall rating, e.g., 3]:
1	The class sessions generally started and ended on time		0	0	0	4.7
2	I was satisfied with the textbook and other course materials for this course		0	0	0	4.27
3	I was satisfied with the technological environment (e.g., software, network performance, etc.)		0	0	0	4.39
4	The course included utilization of the Learning Resource Center/Virtual Library		0	0	0	4.42
5	The labs and other equipment utilized in this course were in good condition and working order		0	0	0	4.49
6	I would recommend this course to other students		0	0	0	4.54
7	The instructor gave me a course syllabus that listed grading criteria and course objectives at the beginning of the course		0	0	0	4.76
8	The instructor updated me regularly (a minimum of every three weeks) with the grade report on my performance in the course		0	0	0	4.6
9	The instructor was prepared for class		0	0	0	4.74
10	The instructor communicated and taught in a way that was organized and easily understood		0	0	0	4.63
11	I would recommend this instructor for this course to other students		0	0	0	4.65

Data Source: Cognos

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Chart (G)

Quarterly Student Evaluation

Responses are ranked: 5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

Survey	# of Students Surveyed	# of Students Responding	Student Response Rate		
2014 Students	66	20	30.3%		
Goals:			Minimum Response Rate: 65%		Overall Aggregate Rating: 4.0
Student Survey Questions:			Twelve Quarter (Three Year) Average	2013 Student Response Results [Overall rating, e.g., 3]:	2014 Student Response Results [Overall rating, e.g., 3]:
1	School Administration?				4.3
2	Academic Affairs Administrators and Services?				4.45
3	Faculty/Instructors?				4.65
4	Finance Department Staff and Services?				4.6
5	Career Services Staff and Services?				3.75
6	Recruitment Staff and Services?				4.1
7	Registrar Staff and Services?				4.35
8	Learning Resource Center?				4.25
9	Program Curriculum				4.1
10	Virtual Library?				3.8
11	Would you recommend the program or school in which you enrolled to a friend?				4.2

Data Source: Cognos Reports Director Dashboard: Quarterly Student Evaluation Report

Analysis of Retention Data

ACICS CAR outcomes for 2014 are not applicable for this campus. The 2015 CAR submission this fall will be the first for the campus. In the 2015 CAR report period as of June 11, 2015, all four active programs are at or above ACICS benchmark standards for retention.

The campus is currently meeting all of its goals as provided above. As a new school, the campus is eager to establish a positive learning environment comparable to more established ITT Technical Institutes.

See addendum with Census Report data.

Appendix 2 for Retention Program Improvement Plans will be utilized for any program that falls below ACICS Standard which is not applicable at this time.

Goals and Initiatives to Improve Retention

We have established two primary initiatives for improvement of retention:

1. **Absent student calling procedure.** This procedure requires that instructors enter their attendance by 6:30 p.m. Phone calls are made to absent students by instructors at the first break. The calls to the absent students in the hopes that they are already on their way to school or at least give us an opportunity to encourage them to attend. Additionally, the Dean follows up with a phone call if this is not the students first absence, and the student will be

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given academic advising the next time they are on campus.

2. **Tutoring program.** We have three types of opportunities for our students to receive additional help. The first being the established weekly tutoring times for students to attend sessions with faculty. The second is peer tutoring managed through the various clubs (National Technical Honor Society, IT Club, and Electronics Club). A student who has more specific tutoring needs can fill out a form that is available in the LRC to submit his/her specific request. That request is then discussed with the Dean to try to accommodate the needs of the student.

Additionally, we now have two Subject Matter Experts. Mr. Pat Cubel is the designated Subject Matter Expert in the School of Electronics and Mr. Howard Smith is the Subject Matter Expert in the School of Information Technology. Both instructors have an open schedule and are available for office hours and tutoring to the student when requested. With two sound subject matter experts in place, we will continue to improve. We also identified two courses in our electronic program that, when offered in the same quarter, presents a challenge for our students. We have since scheduled these two courses in two different quarters which should continue to help improve our performance.

Attrition is the counterpart to retention; attrition is regularly monitored by the campus. Student engagement is also monitored regularly. Attrition and Student Engagement are indicators of success or failure in retaining students. Historical data shows that no program is performing significantly above or below the campus' attrition or student engagement goals and therefore, each program of study is deemed to be following the practices set forth by the institution as a whole. However, improvements can always be made and faculty will be challenged to improve on their current successes. Programs trending below stated goals are the first programs to be reviewed for opportunities for improvement. Those trending above the current goals are potential sources for identifying best practices that can help those programs that are trending low. Each program is considered important in achieving both program-level and campus-level goals related to retaining our students.

Student Course Evaluations reveal some valuable insight into factors contributing to student retention. Results indicated that the campus should focus new initiatives aimed at improving in the areas of:

Equipment (e.g., software, network performance, labs)
Learning Resource Center/Virtual Library

Retention rates are a priority with ITT Technical Institute and are critical in fulfilling its mission. Procedures are in place to identify potentially high-risk students and with the help of internal reports and surveys to monitor retention/attrition and student engagement, the campus will strive to achieve above-average student retention rates.

Additional goals and initiatives related to improving retention include:

- Address issues identified in survey responses.
- Increase opportunities to build a sense of community.
- Students needing additional one-on-one attention will have increased tutoring opportunities with expanded office hours and additional peer mentors.
- Provide a number of academically-focused student activities, such as a student news bulletin board, membership in clubs and associations and the career-related training exercises mingling outside professionals and students. The purpose is to foster a sense of community among the student population so that the student may find additional motivation to continue as a student during difficult times.
- The Dean, through the assistance of the Registrar, maintains a watch list of students with excessive tardiness and/or absences. The Dean and the instructors are responsible for follow-up with students who have excessive absenteeism.
- Student feedback will be continually assessed and new initiatives developed as needed.
- Instructors will be observed as outlined by ITT/ESI policy and development goals established to enhance their effectiveness in the classroom. Instructors will also be held accountable for contacting students who are absent from class.

Graduate Placement

An additional campus focus, tied to the mission of the institute, is to assist in graduate placement in all programs of study. As outlined in its mission, the institution offers career-related educational programs that promote life-long learning and the development of career-related skills. The Career Service Department is focused on connecting its graduates with the career goals they are targeting upon completion of their academic programs. This connection is accomplished through student development, employer relationship building, and ultimately assisting the graduate in connecting with a professional career.

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Instruments of Assessment

The campus utilizes the ACICS Campus Accountability Report (CAR) as a key tool for measuring student placement rates. This tool provides two benefits: (1) A well thought out and consistent measure for tracking and analyzing retention rates, and (2) the ability to utilize the aggregate data provided by ACICS as a measuring tool to evaluate its own performance.

The campus also uses information related to the local economic outlook and networking opportunities by the Career Services department as additional indicators of graduate placement successes. Additionally, graduate salaries are reviewed by degree level.

Historical Data:

Baseline data to be used in assessing and evaluating institutional effectiveness for the placement element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow.

Chart (B)

Retention/Placement History (Three Years of CAR Information)					
ACICS Campus Level Standards					
<i>Rates below either standard for the 2014 report period require an Improvement Plan (Appendix 2)</i>					
Compliance: 60% Retention/Placement					
Benchmark: 70% Retention/Placement					
Year Ending June 30,	ACICS Aggregate Retention/Placement	Campus Retention Rate	Campus Placement Rate	Goals Retention/Placement	
2015	TBD%	72.67%	100%	70%	80%
2016	TBD%	TBD%	TBD%	70%	70%

Data Source: ITT Reports for Current YTD and ACICS Annual CAR Reporting Historical

Chart (C)

ACICS Program Level Standards											
<i>Rates below either standard for the 2014 report period require an Improvement Plan (Appendix 2)</i>											
Compliance: 60% Retention/Placement											
Benchmark: 65% Retention/70% Placement											
Credential	Programs	CAR Retention/Placement									
		Three Year Avg		2012		2013		2014		Goals	
		Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	Ret.	Pla.
		%	%	%	%	%	%	%	%	65%	70%

Data Source: ACICS Annual CAR Reporting (remove programs that are no longer active at your campus)

Chart (C1) 2015 ACICS CAR Outcomes YTD

Programs	Retention Year to Date	Placement Year to Date
ASELCT	65.33%	100%
ASNSA	73.75%	100%
BSEECT	100%	0%
BSPMA	100%	100%

Data Source: ITT Reports

Chart (O)

Graduate Salaries

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Degree Level	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To- Date Average	Goals
Associate	\$33,280	\$33,280	\$33,280	\$42,250	\$43,000

Data
Source:
Career
Service

es Daily Cube (Cognos)

Analysis of Placement Data:

ACICS CAR outcomes for 2014 are not applicable for this campus. The 2015 CAR submission this fall will be the first for the campus. In the 2015 CAR report period as of June 11, 2015, all three programs with graduates in the report period are well above ACICS benchmark standards for placement.

The campus is currently meeting all of its goals as provided above. As a new school, the campus is eager to establish a positive learning environment comparable to more established ITT Technical Institutes.

See addendum with Census Report data.

Appendix 2 for Placement Program Improvement Plans will be utilized for any program that falls below ACICS Standard which is not applicable at this time.

Goals and Initiatives to Improve Placement:

Placement of the campus' graduates is a top priority at ITT Technical Institutes. It is the campus' goal to secure the best placement possible in the respective graduate's field of study

Goals and initiatives related to improving placement include:

- Achieve a placement rate to ACICS minimum of 70%.
- Increase the number of employer contacts to develop strong relationships.
- The Director of Career Services will establish an aggressive schedule to contact graduates to promote placement training and activities.
- The Director of Career Services will aggressively contact key accounts within the employer database to increase job lead development, targeting employers within the fields of study below the 70% placement threshold.
- The campus will participate in local technical job fairs with a target of one per quarter.
- Career Services will be present in at least one general education class per quarter throughout the duration of the program.
- Provide resume, portfolio and salary negotiation workshops for graduates and pre-graduates.
- Create opportunities for employers to visit the campus.

Graduate Satisfaction

Instruments of Assessment

Satisfaction surveys are completed by graduates to provide the campus with an overview of the graduate's satisfaction with his/her program of study at ITT Technical Institute, both immediately following their final courses and again six months after graduation---after he/she has an opportunity to apply the knowledge and skills acquired.

- *Student Course Evaluations:* Student Course Evaluations are administered at the completion of each course. These surveys are reviewed and possible retention issues identified.
- *Graduate Survey:* All graduates are surveyed electronically six months following their date of graduation. The results are shared with the management team, the CEP Team, and the faculty. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

Historical Data

Baseline data to be used in assessing and evaluating institutional effectiveness for the graduate satisfaction element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

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**Chart (F)
Student Course Evaluation**

Responses are ranked: **5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree**

Survey	# of Students Surveyed	# of Students Responding	Student Response Rate			
2014 Students	41	22	53.66%			
Goals:			Minimum Response Rate: 65%		Overall Aggregate Rating: 4.0	
Student Survey Questions:			Twelve Quarter (Three Year) Average	2012 Student Response Results [Overall rating, e.g., 3]:	2013 Student Response Results [Overall rating, e.g., 3]:	2014 Student Response Results [Overall rating, e.g., 3]:
1	The class sessions generally started and ended on time		0	0	0	4.7
2	I was satisfied with the textbook and other course materials for this course		0	0	0	4.27
3	I was satisfied with the technological environment (e.g., software, network performance, etc.)		0	0	0	4.39
4	The course included utilization of the Learning Resource Center/Virtual Library		0	0	0	4.42
5	The labs and other equipment utilized in this course were in good condition and working order		0	0	0	4.49
6	I would recommend this course to other students		0	0	0	4.54
7	The instructor gave me a course syllabus that listed grading criteria and course objectives at the beginning of the course		0	0	0	4.76
8	The instructor updated me regularly (a minimum of every three weeks) with the grade report on my performance in the course		0	0	0	4.6
9	The instructor was prepared for class		0	0	0	4.74
10	The instructor communicated and taught in a way that was organized and easily understood		0	0	0	4.63
11	I would recommend this instructor for this course to other students		0	0	0	4.65

Data Source: Cognos

**Chart (FF)
Graduate Survey**

Responses are ranked: **5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree**

Survey	# of Graduates Surveyed	# of Graduates Responding	Graduate Response Rate			
Graduates			%			
Goals:			Minimum Response Rate: 10%		Overall Aggregate Rating: 4.0	
Graduate Survey Questions:			Three Year Average	2012 Graduate Response Results [Overall rating, e.g., 3]:	2013 Graduate Response Results [Overall rating, e.g., 3]:	2014 Graduate Response Result [Overall rating, e.g., 3]:
The strengths of the applicable program of study were:						
			%	%	%	%

Data Source: Survey Monkey/Operations Business Analyst

Analysis of Graduate Satisfaction

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The Student Course Evaluation responses indicate that students are satisfied and there are no significant areas of concern. There are no outcomes as yet to report for Graduate Survey.

Goals and Initiatives to Improve Graduate Satisfaction

Graduate satisfaction with their education is important to the institute. Goals and initiatives are established with this in mind. Additional goals and initiatives related to graduate satisfaction will be established based on realized baseline information.

Employer Satisfaction

Instruments of Assessment:

Key instruments used to assess employer satisfaction include the following:

- **Employer Surveys:** In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. Surveys are sent six months after graduation to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism, and soft-skills relating to the individual graduate's performance.
- **Advisory Committee Surveys:** Advisory Committees are comprised in part of employers of the institute's graduates. Consequently, the institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur bi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings; results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

Historical Data:

Baseline data to be used in assessing and evaluating institutional effectiveness for the employer satisfaction element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Below is the most recent data gathered from the Employer Surveys:

Chart ZZ Employer Surveys

Responses are ranked: **5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree**

Survey	# of Employers Surveyed	# of Employers Responding	Employer Response Rate		
Graduates			%		
Goals:			Minimum Response Rate: 10%	Overall Aggregate Rating: 4.0	
Employer Survey Questions:			Three Year Average	2012 Employer Response Results [Overall rating, e.g., 3]: :	2013 Employer Response Results [Overall rating, e.g., 3]: :
				2014 Employer Response Results [Overall rating, e.g., 3]: :	

Data Source: Survey Monkey/Operations Business Analyst

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Chart (R)

Advisory Committee Surveys

Responses are ranked: 5 = Strongly Prepared 4 = Prepared 3 = Undecided 2 = Unprepared 1 = Strongly Unprepared

Goals:		Overall Aggregate Rating: 4.0			
Survey Questions:		Three Year Average	2013 Response Results [Overall rating, e.g., 3.5]:	2014 Response Results [Overall rating, e.g., 4.0]:	2015 Response Results [Overall rating, e.g., 4.75]:
<i>Thinking about the ITT Tech graduates who have been employed at your organization, please rate how well PREPARED they have been to do each of the following.</i>					
1	Demonstrate personal responsibility (meeting expectations for deadlines, ethics, personal conduct, and product quality)	0	4.24	3.86	0
2	Analyze information (apply critical thinking skills to assess arguments, proposals and solutions)	0	4.09	3.89	0
3	Demonstrate an ability to solve complex problems	0	4.08	3.96	0
4	Communicate orally in an effective and appropriate manner	0	4.11	4	0
5	Communicate in a written format in an effective and appropriate manner	0	4.1	3.96	0
6	Contribute appropriately as a member of a team	0	4.23	4.03	0
7	Demonstrate a willingness and ability to pursue lifelong learning opportunities (gain new knowledge or new technological skills)	0	4.28	4.01	0

Data Source: PAC Surveys by District from Academic Affairs (Spring and Fall Each Year)

Analysis of Employer Satisfaction

It is the campus' intention to see continuous improvement. The institute will always consider employer feedback to ensure continued progress and institutional effectiveness. Employer Survey responses are not applicable at this time but will be utilized in the future to review employer satisfaction.

Advisory Committee Survey responses, based on district level outcomes, are generally positive.

Goals and Initiatives to Improve Employer Satisfaction

Goals will be established in regard to Employer Satisfaction as additional baseline data becomes available.

Student Learning Outcomes

Instruments of Assessment:

Key instruments used to assess student learning outcomes include the following:

- *Capstone Courses:* Many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the students understanding of the program objectives.
- *Student Engagement:* Student engagement is measured by student attendance and the ability to complete program courses.
- *Student Success:* Student Success is measured by dividing the number of passing students by the number of student attempts (a student attempt is counted when a student sits for a section).

Historical Data:

Baseline data to be used in assessing and evaluating institutional effectiveness for the student learning outcomes element is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow. If the three year average is available, it is used as the benchmark. If the three year average is not available, the next available historical rate(s) is used for comparison to current performance and future goal-setting and initiatives.

Chart (S)

Student Capstone Course Grade by Program

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Programs	Course	Twelve Quarter (Three Year) Average GPA	Eight Quarter (Two Year) Average GPA	Four Quarter (One Year) Average GPA	Year-To-Date Average GPA
ASELCT	ET2799	0	0	0	1.3
ASNSA	NT2799	0	0	0	4

Data Source:
Fact Enrolment

Snapshot (Cognos) Academic Term

Chart (E) Student Engagement

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
AS ELCT	0%	0%	0%	80.61%	81%
AS NSA	0%	0%	0%	80.46%	81%
BS EECT	0%	0%	0%	92.25%	92%

Data Source: Engagement Rate by Program (Cognos) Academic Terms

Chart (U) Student Success (By Program)

Programs	Twelve Quarter (Three Year) Average	Eight Quarter (Two Year) Average	Four Quarter (One Year) Average	Year-To-Date Average	Goals
BS EECT	0%	0%	0%	49.5%	80%
AS ELCT	0%	0%	0%	35.74%	80%
AS NSA	0%	0%	0%	35.42%	80%

Data Source:
School Chair
Dashboard

rd (Cognos) Business Quarters

Analysis of Student Learning Outcomes:

Capstone course grades and outcomes assessment (from capstone rubrics) are indicators of program success or failure. ITT Technical Institute classes utilize mid-term and final exams provided from a corporate generated curriculum and evaluation process. While these are not the only elements in determining a student's final grade, they carry significant weight to lessen the subjectivity an instructor may insert into the process. Assessment of student learning, however, extends beyond grades and those measures are included in the campus' overall assessment of a program's success or its deficiencies.

Student Success is another component of assessing learning outcomes. The number of students starting and passing a course is one indicator of the potential to achieve positive student learning outcomes.

The campus evidences its strength through its teachers and curriculum. Core to student success is the ability of his/her respective instructors to effectively communicate the learning material and encourage learning. Student Success and Capstone course results along with Student Engagement are components of assessing learning outcomes.

Goals and Initiatives to Improve Student Learning Outcomes:

Goals and initiatives related to student learning outcomes include:

- Faculty will identify additional reasons for student success and failure and provide the Dean with specific recommendations related to these findings. These will be presented in each faculty meeting as "Best Practices."
- Third quarter student learning outcomes will be analyzed by program to determine any systemic or programmatic issues. Both faculty and peer tutoring schedules will be expanded as needed.
- The Director of Career Services will be responsible for creating a metric-driven summary of all mock interviews to gauge soft skills. Results will be provided to the CEP Team, instructors, and to the applicable students.
- The Dean will ensure that supporting in-service meetings for the next 12 months focus on organization, use of teaching resources, and exercises that promote interactive communication at various levels. The Dean will provide monthly updates on all initiatives.

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- The campus will increase the number of unscheduled classroom observations of instructors. Expected outcome will be an increased awareness for both the supervisor and instructor as to what areas of classroom performance the instructor has mastered and areas that require improvement.
- Increase the number of demonstrations of the Virtual Library for increased utilization of peer-reviewed scholarly recourses in addition to the provided course texts.
- New instructors will be required to visit classes of successful instructors so that they can see how they add value to the classroom experience.
- Core instructors will be tasked with increasing the relevance of their material through increased application of knowledge (increasing the use of community resources through field trips and guest speakers).

Student Enrollment

Instrument of Analysis

Historical student enrollment activity is the key source for measuring the recruitment process. This data is available from a variety of ITT Technical Institute reports and resources. The data is collated and analyzed to determine enrollment success associated with two key areas:

- New Starts
- Student Re-Entries

Historical Data:

Baseline data to be used in assessing and evaluating institutional effectiveness for student enrollment is set forth in the chart(s) below and used in the analysis, goals and initiative sections that follow.

Chart (X) New Starts Quarterly Enrollment (By Program and Term)

Programs	New Starts Total		December 2014		March 2015		June 2015		September 2015	
	Prior Year's Total	Current Year-to-Date	Prior Year's December Quarter	Quarter*	Prior Year's March Quarter	Quarter*	Prior Year's June Quarter	Quarter*	Prior Year's September Quarter	Quarter*
ASELCT	24	35	0	17	0	17	0	1	24	0
ASNSA	34	28	0	13	0	15	0	0	34	0
BSEECT	3	11	0	10	0	1	0	0	3	0
BSPMA	4	0	0	0	0	0	0	0	4	0
Total	65	74	0	40	0	33	0	1	65	0

Data Source: Census Cube for New Start Enrollment (Cognos) Business Quarters

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Chart (Y) **Re-Entries Quarterly Enrollment (By Program and Term)**

Programs	Re-Entries Total		December 2014		March 2015		June 2015		September 2015	
	Prior Year's Total	Current Year-to-Date	Prior Year's December Quarter	Quarter*	Prior Year's March Quarter	Quarter*	Prior Year's June Quarter	Quarter*	Prior Year's September Quarter	Quarter*
ASELCT	0	18	0	16	0	2	0	0	0	0
ASNSA	3	17	0	13	0	4	0	0	3	0
BSEECT	0	3	0	2	0	1	0	0	0	0
BSPMA	1	0	0	0	0	0	0	0	1	0
Total	4	38	0	31	0	7	0	0	4	0

Data Source: Census Cube for Re-Entries Enrollment (Cognos) Business Quarters

*Total applicable enrollment for the referenced quarter

Analysis of Student Enrollment:

Review of student enrollment over the last twelve months reflects a decrease in enrollments. The Director/Director of Recruitment will work with staff to help ensure that enrollment goals are met. By meeting enrollment goals, financial stability is maintained, resources are available to enhance the learning experience and students have a larger population from which to interact and learn.

SUMMARY

The faculty and staff of ITT Technical Institute embrace a workplace culture that is founded on the core principles of ITT Educational Services, Inc., which include:

- Quality
- Compliance
- Customer Satisfaction

The campus continually seeks new and innovative ways to improve the services and learning environment for its students. The campus works to build a strong, positive reputation in the community.

The success of the enrollment process, the campus' retention rates, and the campus' corresponding employment rates are direct evidence of the CEP's effectiveness. Employer feedback, both anecdotal and via surveys, are reviewed regarding curriculum content, equipment used, graduates' qualifications and capabilities, and other education-related areas. Students, graduates, and employers are surveyed as outlined in the CEP regarding the performance of ITT Technical Institute, and their feedback is shared with appropriate corporate entities to ensure the ongoing success of the programs of study offered at ITT Technical Institute.

The CEP is instrumental in keeping the campus focused on its mission and continual improvement.

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APPENDIX 1 - PROGRAM OFFERINGS AND CHARACTERISTICS

SCHOOL OF BUSINESS

ACCOUNTING (Associate of Science)

The program exposes students to fundamental knowledge and skills utilized in entry-level accounting. Students will be exposed to a variety of skills used to provide technical administrative support to professional accountants and other financial management personnel. Students are introduced to a variety of accounting topics, including posting transactions to accounts, record-keeping systems, accounting software operation and general accounting principles and practices.

BUSINESS MANAGEMENT (Associate of Science)

This program offers a foundation to help students develop business knowledge and skills. It combines the study of fundamentals of marketing, finance and communication. The program also emphasizes the impact of the dynamic, global information age on business and how to make efficient use of technology. The program includes three major focuses. The business focus provides an introduction to functional areas of business. The marketing focus offers marketing principles and practices with emphasis on consumer behavior. The communication focus offers a foundation in professional communication, including principles of professional business communication and methods and techniques used in the information age. The program also offers instruction on teamwork, technology and problem solving and includes general education coursework.

SCHOOL OF CRIMINAL JUSTICE

CRIMINAL JUSTICE - CYBER SECURITY (Bachelor of Science)

This program teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. The program also offers a foundation on risks and damages associated with digital fraud and cyber crimes, including Internet crime, cyberstalking, electronic crime and identity theft. One focus of the program is the cornerstones of cyber security, including the methodologies of inspection, protection, detection, reaction and response. Topics include formal specification and verification of security properties, operating system security, trust management, security auditing and intrusion detection, security policy, safeguards and countermeasures, risk mitigation, covert channels and identification and authentication. Intrusion detection in network security, firewalls, virtual private networks (VPNs), virtual local area networks (VLANs), backup and disaster recovery techniques, smart card security, estimation and management of risks associated with security are also included. The upper-level courses expand the study of the criminal justice system into areas such as criminalistics, victimology and forensics investigations. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and administrative subject matter. Students will examine the criminal justice process and study interpersonal communication skills. The program offers an interdisciplinary study of the mechanisms of social control, criminology and criminal justice in American society. Program content includes communication, criminal law and procedures, and cybercrime issues as well as technology skills. The program can help graduates cultivate human relations skills that can be useful in the industry and an understanding of the causes and prevention of crime.

CRIMINOLOGY AND FORENSIC TECHNOLOGY (Associate of Science)

This program exposes students to fundamental knowledge and skills utilized in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics and investigations. This program contains report writing, communications, problem solving and computer coursework designed to help students prepare for entry-level positions in the field of criminal justice.

Campus Effectiveness Plan June 2015

SCHOOL OF DRAFTING AND DESIGN

DRAFTING AND DESIGN TECHNOLOGY (Associate of Science)

This program exposes students to a variety of fundamental skills utilized in entry-level computer aided-drafting (CAD) and design positions. Students are exposed to CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms and records. Students will be exposed to both classroom theory and laboratory projects. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving drafting and design, and may include mechanical drafting and design, Building Information Modeling (BIM), architectural drafting and design, parametric modeling, civil drafting and design and structural detailing.

INDUSTRIAL ENGINEERING TECHNOLOGY (Associate of Science)

This program exposes students to a variety of fundamental skills utilized in entry-level industrial and manufacturing positions. Students will be exposed to various aspects of optimization, human factors, economic analysis, industrial processes, industrial planning procedures, computer applications, and report and presentation preparation. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue employment in a variety of entry-level positions that utilize various aspects of industrial engineering technology in both service and manufacturing organizations, such as industrial engineering technician, quality technician, test technician and manufacturing technician.

SCHOOL OF ELECTRONICS TECHNOLOGY

ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY

(Bachelor of Science)

The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions in various fields involving electronics engineering technology, including communication systems. Courses in this program offer an expansive foundation in electronic circuitry and communications engineering technology through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus and additional general education coursework.

ELECTRICAL ENGINEERING TECHNOLOGY (Associate of Science)

This program helps graduates begin to prepare for careers in a variety of entry-level positions in many fields of electronics and computer technology, such as aviation, communications, computers, consumer products, defense and research and development. The program acquaints students with certain circuits, systems and specialized techniques used in electronics and computer technology career fields and exposes students to a combination of classroom theory and practical application in a laboratory environment.

SCHOOL OF INFORMATION TECHNOLOGY

INFORMATION SYSTEMS AND CYBERSECURITY (Bachelor of Science)

Individuals with knowledge of information systems security are now considered to be an important part of most IT infrastructure teams. Roles cover a range of activities spanning from analysis, to design and implementation of security systems, to security monitoring and countermeasures and ongoing administration. Students will study the essentials of information security and the security aspects of common information technology platforms. Students will be exposed to techniques used to deploy and manage security systems and configure security solutions.

SOFTWARE DEVELOPMENT (Bachelor of Science)

This program exposes students to a variety of skills utilized in entry-level software design, software administration and software development positions. Students will be exposed to knowledge and skills of programming, website design and development, and mobile application design and development. This program offers students an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level programming, application design and software development positions, such as programmer, software engineer, web developer, and application developer.

Campus Effectiveness Plan June 2015

SOFTWARE DEVELOPMENT (Associate of Science)

This program exposes students to a variety of fundamental skills used in entry-level software development, software analysis and application design positions. Students will be exposed to various aspects of programming, databases, website design and the development of a software product. This program offers graduates an opportunity to develop knowledge and skills that they can use to help them pursue careers in a variety of entry-level programming, application design and software development positions, such as Web developer, systems analyst, database programmer or testing analyst.

NETWORK SYSTEMS ADMINISTRATION (Associate of Science)

This program exposes students to a variety of fundamental skills utilized in entry-level computer network systems administration positions. Students will be exposed to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level systems network administration and support positions, such as network administrator, network technician, network specialist, information technology specialist, local area network (LAN) or wide area network (WAN) administrator.

SOFTWARE DEVELOPMENT (Associate of Science)

This program exposes students to a variety of fundamental skills used in entry-level software development, software analysis and application design positions. Students will be exposed to various aspects of programming, databases, website design and the development of a software product.

Campus Effectiveness Plan June 2015

APPENDIX 2 – IMPROVEMENT PLANS

PROGRAM IMPROVEMENT PLAN

[NOT APPLICABLE]

OUTCOME TO BE IMPROVED (**Retention**, Placement or Licensure)

*Please use this form (or format) for each program for which an improvement plan is required.
Append it to, and reference it in, the Campus Effectiveness Plan (CEP).*

<p>Campus Name & ACICS ID #, Program Name & Credential Level – One plan may be used to address more than one deficiency in a program's outcomes (retention, placement and/or licensure pass rate).</p>	<p>ITT Technical Institute, [Location]</p> <p>ACICS ID xxxxxxxx</p> <p>[Program, Credential]</p>
<p>Data - Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.</p>	<p>[xxxx CAR rate: xx% xxxx CAR rate: xx% xxxx CAR rate: xx%</p>
<p>Analysis - Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.</p>	
<p>Planned Activities - Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.</p>	

Campus Effectiveness Plan June 2015

PROGRAM IMPROVEMENT PLAN

[NOT APPLICABLE]

OUTCOME TO BE IMPROVED (Retention, **Placement** or Licensure)

Please use this form (or format) for each program for which an improvement plan is required.

Append it to, and reference it in, the Campus Effectiveness Plan (CEP).

<p>Campus Name & ACICS ID #, Program Name & Credential Level – One plan may be used to address more than one deficiency in a program's outcomes (retention, placement and/or licensure pass rate).</p>	<p>ITT Technical Institute, [Location]</p> <p>ACICS ID xxxxxxxx</p> <p>[Program, Credential]</p>
<p>Data - Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.</p>	<p>xxxx CAR rate: xx%</p> <p>xxxx CAR rate: xx%</p> <p>xxxx CAR rate: xx%</p>
<p>Analysis - Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.</p>	
<p>Planned Activities - Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.</p>	



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID:	00022731	Institution Name:	ITT Technical Institute		
Program Name:	Accounting	Program Length (wks)	84	Credential Level	Academic Associate

Identify the institution's unit of credit [SELECT ONE]		Clock						
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
		Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				839.00	182.00	-	1,021.00	83.90	9.10	-	93.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
ES2550	Microeconomics	Y	Y	45.00			45.00	4.50	-	-	4.5	
EN1320	Composition I	Y	Y	34.00	22.00		56.00	3.40	1.10	-	4.5	
EN1420	Composition II	Y	Y	45.00			45.00	4.50	-	-	4.5	
CO2520	Communications	Y	Y	45.00			45.00	4.50	-	-	4.5	
ES2560	Macroeconomics	Y	Y	45.00			45.00	4.50	-	-	4.5	
MA1210	College Mathematics I	Y	Y	45.00			45.00	4.50	-	-	4.5	
BU1110	Introduction to Business	N	Y	45.00			45.00	4.50	-	-	4.5	
AC1220	Accounting Principles I	N	Y	34.00	22.00		56.00	3.40	1.10	-	4.5	
MG1350	Fundamentals of Supervision	N	Y	45.00			45.00	4.50	-	-	4.5	
AC1320	Accounting Principles II	N	Y	34.00	22.00		56.00	3.40	1.10	-	4.5	
AC1420	Financial Accounting	N	Y	45.00			45.00	4.50	-	-	4.5	
BU1410	Management Information Systems	N	Y	34.00	22.00		56.00	3.40	1.10	-	4.5	
AC2520	Tax Preparation	N	Y	34.00	22.00		56.00	3.40	1.10	-	4.5	
FN2640	Fundamentals of Finance	N	Y	45.00			45.00	4.50	-	-	4.5	
BU2620	Fundamentals of Business Communications	N	Y	45.00			45.00	4.50	-	-	4.5	
AC2620	Fundamentals of Managerial Accounting	N	Y	45.00			45.00	4.50	-	-	4.5	
AC2720	Cost Accounting	N	Y	45.00			45.00	4.50	-	-	4.5	
AC2799	Accounting Capstone Project	N	Y	30.00	30.00		60.00	3.00	1.50	-	4.5	
GS1140	Problem Solving Theory	N	Y	45.00			45.00	4.50	-	-	4.5	
GS1145	Strategies for the Technical Professional	N	Y	34.00	22.00		56.00	3.40	1.10	-	4.5	
GS2745	Advanced Strategies for the Technical Professional	N	Y	20.00	20.00		40.00	2.00	1.00	-	3.0	



INVENTORY OF EQUIPMENT

750 FIRST STREET, NE, SUITE 980
WASHINGTON, DC 20002-4241
TEL: (202) 336-6780
FAX: (202) 842-2593
WWW.ACICS.ORG

Include equipment used directly in the educational activities of the institution; do not include administrative equipment. Add items to this list as necessary.

0002273

Name of Institution ITT Technical Institute ID Code 1

City, State, Zip Vista, CA 92081

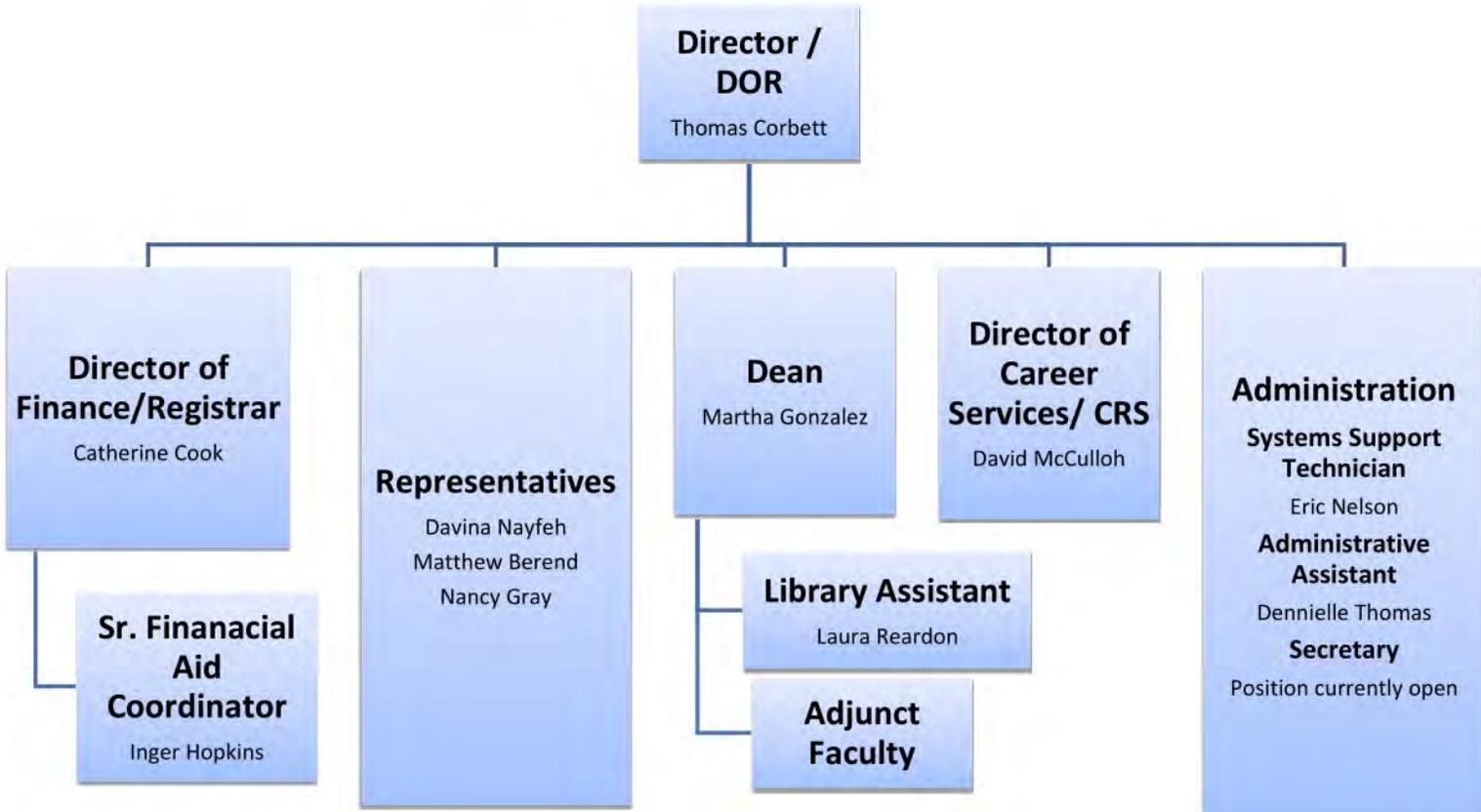
COMPUTERS	NUMBER	AVERAGE AGE	OWN/LEASE
Dell Optiplex 760 computer & monitor	24	36 months	Own
Dell Optiplex 780 computer & monitor	87	36 months	Own

OTHER INSTRUCTIONAL EQUIPMENT	NUMBER	AVERAGE AGE	OWN/LEASE
Dell B5460dn	1	36 months	Own
Dell 5330 Printer	3	36 months	Own
Hp DesignJet 1100	2	36 months	Own

AUDIO-VISUAL EQUIPMENT	NUMBER	AVERAGE AGE	OWN/LEASE
Sharp LCD TV	2	36 months	Own
Dell 4210X Projector	12	36 months	Own
Dell 2400MP Projector	2	36 months	Own
Canon Power shot SX120IS	1	36 months	Own
PROGRAM SPECIFIC EQUIPMENT (Identify Program)			
ET- Digital Multimeter GDM-8135	40	36 months	Own
ET- Oscilloscope GOS-6112	25	36 months	Own
ET- DC Power Supply GPS-3020	22	36 months	Own
ET- Signal Generator GRG-450B	21	36 months	Own
ET- Function generator GFG-8219A	20	36 months	Own
ET- Oscilloscope GDS-2102	4	36 months	Own
ET- Universal Counter 150u	10	36 months	Own
ET- Universal Counter FC-7015	4	36 months	Own
ET- Function Generator GFG-8020H	6	36 months	Own
ET- Allen Bradley PLC	16	36 months	Own
ET- AC Power Supply	14	36 months	Own
ET- Logic Analyser TA320	2	36 months	Own

IT- Cisco Router 2811	5	36 months	Own
IT- Cisco Firewall ASA 5505	2	36 months	Own
IT- Cabling Racks	4	36 months	Own

ITT Technical Institute, Vista – 168



ITT Technical Institute **ITT**
EDUCATION FOR THE FUTURE



OUR MISSION

ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities.

The institution offers career-related educational programs that integrate lifelong learning with knowledge and skills to help students:

- pursue their personal interests and objectives;
- develop intellectual, analytical and critical thinking abilities;
- and provide service to their communities.

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

ITT Technical Institute **ITT**

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Published September 23, 2015

Effective 09/23/2015 – 09/23/2016 unless revised prior to that date.

The information contained in this catalog was accurate at the time of publication. Following publication, any of the catalog information may change without notice, including, without limitation, the information regarding tuition, fees, costs, class schedules, the student calendar, the program outline, the course descriptions, curricula, faculty, advisory committees, student services, administrative policies, program objectives and career opportunities for graduates of the program.

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



Chief Executive Officer

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CURRICULA

SCHOOL OF INFORMATION TECHNOLOGY

INFORMATION SYSTEMS AND CYBERSECURITY

A 14-QUARTER BACHELOR OF SCIENCE DEGREE PROGRAM

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level information systems and cybersecurity positions. This program introduces students to a variety of topics, such as assessing the security needs of computer and network systems, various computer and network safeguarding solutions, and managing the implementation and maintenance of security devices, systems, procedures and countermeasures.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving information security. The positions may involve the design, configuration, installation and/or maintenance of information technology security systems.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving information systems and cybersecurity.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, network hubs, patch panels, printers and other common computer peripherals.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Quarter Credit Hours	Scheduled Units of Course Time of Classes
General Education Courses*			
-----	Unspecified General Education courses	27.0	337
MA3110T	Statistics	4.5	54
SS3150T	Research Methods	4.5	54
EN3220T	Written Analysis	4.5	54
SP3450T	Social Psychology	4.5	54
HU4640T	Ethics	4.5	54
SC4730T	Environmental Science	4.5	67
	Subtotal	54.0	674
Core Courses			
-----	Unspecified Core courses** (must include either PM3110T or IS4690T)	49.5	755
IS3110T	Risk Management in Information Technology Security	4.5	72
IS3120T	Network Communications Infrastructure	4.5	72
IS3220T	Information Technology Infrastructure Security	4.5	72
IS3230T	Access Security	4.5	72
IS3340T	Windows Security	4.5	72
IS3350T	Security Issues in Legal Context	4.5	72
IS3440T	Linux Security	4.5	72
IS3445T	Security for Web Applications and Social Networking	4.5	72
IS4550T	Security Policies and Implementation	4.5	72
IS4560T	Hacking and Countermeasures	4.5	72
IS4670T	Cybercrime Forensics	4.5	72
IS4680T	Security Auditing for Compliance	4.5	72
IS4799T	Information Systems and Cybersecurity Capstone Project	4.5	72
	Subtotal	108.0	1,691
Elective Courses			
-----	Unspecified Elective courses	18.0	229
	Minimum required credit hours for the Baccalaureate Degree (Grand total)	180.0	
	Scheduled Units of Course Time of Classes in the Program		2,594

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Examples of the subject matter included in the Unspecified Core courses are as follows: operating systems; PC technology; network technology; database applications; communications systems; needs assessment; word processing; project administration; project planning; web technology; web programming; information/communication systems; programming languages and software engineering. Courses offered at this school that satisfy the Unspecified Core course requirement include IS4690T, NT1110T, NT1210T, NT1230T, NT1310T, NT1330T, NT1430T, NT2580T, NT2640T, NT2670T, PM3110T and PT1420. The course descriptions for these courses are in the Course Descriptions section of this catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SOFTWARE DEVELOPMENT**A 14-QUARTER BACHELOR OF SCIENCE DEGREE PROGRAM**

Objectives - This program exposes students to a variety of skills utilized in entry-level software design, software administration and software development positions. Students will be exposed to knowledge and skills of programming, website design and development, and mobile application design and development.

Career Opportunities - This program offers students an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level programming, application design and software development positions, such as programmer, software engineer, web developer, and application developer.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to perform activities in different software development environments with typical platforms that support specific technologies and standards. These platforms are typically comprised of networked computers installed with software development tools.

Class Size - Classes generally range in size from 15 to 30 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours	Scheduled Units of Course Time of Classes
General Education Courses*			
-----	Unspecified General Education courses	27.0	337
MA3110T	Statistics	4.5	54
SS3150T	Research Methods	4.5	54
EN3220T	Written Analysis	4.5	54
SP3450T	Social Psychology	4.5	54
HU4640T	Ethics	4.5	54
SC4730T	Environmental Science	4.5	67
	Subtotal	54.0	674
Core Courses			
-----	Unspecified Core courses**	45.0	675
PM3110T	Introduction to Project Management	4.5	67
SD3120T	Programming in Open Source with LAMP	4.5	67
PM3140T	Systems Analysis	4.5	67
SD3140T	Introduction to Web Interface Design	4.5	67
SD3240T	Creating Websites in the LAMP Environment	4.5	67
SD3320T	Programming in Visual Basic	4.5	67
SD3410	Software Testing	4.5	67
SD3440T	Creating Websites Using ASP.NET	4.5	67
SD4550T	Application Development Using Visual Studio I	4.5	67
SD4555T	Development for Web Analytics Applications	4.5	67
SD4650T	Application Development Using Visual Studio II	4.5	67
SD4660T	Security in Application Development	4.5	67
SD4680T	Cloud Computing with Google App Engine and Microsoft Windows Azure	4.5	67
SD4799T	Software Development Capstone Project	4.5	72
	Subtotal	108.0	1,618
Elective Courses			
-----	Unspecified Elective courses	18.0	231
Minimum required credit hours for the Baccalaureate degree (Grand total)		180.0	
Scheduled Units of Course Time of Classes in Program			2,523

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Examples of the subject matter included in the Unspecified Core courses are as follows: computer operating systems, computer programming logic and algorithms, HTML and programming using Visual Basic, C++ and JAVA. Courses offered at this school that satisfy the Unspecified Core course requirement are NT1110T, NT1410T, SD1230T, SD1240T, SD1340T, PT1420T, SD1420T, SD2520T, SD2550T, SD2650T, SD2670T and SD2799T. The course descriptions for these courses are in the Course Descriptions section of this catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

NETWORK SYSTEMS ADMINISTRATION

A 7-QUARTER ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer network systems administration positions. Students will be exposed to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level systems network administration and support positions, such as network administrator, network technician, network specialist, information technology specialist, local area network (LAN) or wide area network (WAN) administrator.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving network systems administration.

Admission Requirements - Refer to the Admission section of this catalog for information relating to the Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, network hubs, patch panels, printers and other common computer peripherals.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Quarter Credit Hours	Scheduled Units of Course Time of Classes
General Education Courses			
MA1210T	College Mathematics I	4.5	54
MA1310T	College Mathematics II	4.5	54
EN1320T	Composition I	4.5	67
EN1420T	Composition II	4.5	54
CO2520T	Communications	4.5	54
SP2750T	Group Theory	4.5	54
Subtotal		27.0	337
Core Courses			
NT1110T	Computer Structure and Logic	4.5	67
NT1210T	Introduction to Networking	4.5	67
NT1230T	Client-Server Networking I	4.5	67
NT1310T	Physical Networking	4.5	67
NT1330T	Client-Server Networking II	4.5	67
PT1420T	Introduction to Programming	4.5	67
NT1430T	Linux Networking	4.5	67
PT2520T	Database Concepts	4.5	67
NT2580T	Introduction to Information Security	4.5	67
NT2640T	IP Networking	4.5	67
NT2670T	Email and Web Services	4.5	67
NT2799T	Network Systems Administration Capstone Project	4.5	72
Subtotal		54.0	809
General Studies Courses			
GS1140T	Problem Solving Theory	4.5	54
GS1145T	Strategies for the Technical Professional	4.5	67
Subtotal		9.0	121
Elective Courses			
-----	Unspecified Elective courses*	3.0	48
Program Total Credit Hours		93.0	
Scheduled Units of Course Time of Classes in the Program			1,315

*Courses offered at this school that satisfy the Unspecified Elective course requirement are GS2745T, NT2730T, NT2731T, NT2732T, NT2735T and NT2740T. The course descriptions for these courses are in the Course Descriptions section of the catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SOFTWARE DEVELOPMENT**A 7-QUARTER ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM**

Objectives - This program exposes students to a variety of fundamental skills used in entry-level software development, software analysis and application design positions. Students will be exposed to various aspects of programming, databases, website design and the development of a software product.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that they can use to help them pursue careers in a variety of entry-level programming, application design and software development positions, such as Web developer, systems analyst, database programmer or testing analyst.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving software development.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to perform activities in different software development environments with typical platforms that support specific technologies and standards. These platforms are typically comprised of networked computers installed with software development tools.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Quarter Credit Hours	Scheduled Units of Course Time of Classes
General Education Courses			
MA1210T	College Mathematics I	4.5	54
MA1310T	College Mathematics II	4.5	54
EN1320T	Composition I	4.5	67
EN1420T	Composition II	4.5	54
CO2520T	Communications	4.5	54
SP2750T	Group Theory	4.5	54
	Subtotal	27.0	337
Core Courses			
NT1110T	Computer Structure and Logic	4.5	67
SD1230T	Introduction to Application Design and Development	4.5	67
SD1240T	Creating Websites Using HTML and CSS	4.5	67
SD1340T	Creating Websites Using HTML5, CSS3 and JavaScript	4.5	67
NT1410T	Operating Systems	4.5	67
PT1420T	Introduction to Programming	4.5	67
SD1420T	Introduction to Java Programming	4.5	67
SD2520T	Introduction to Database and XML with jQuery	4.5	67
SD2550T	Application Development Using Java I	4.5	67
SD2650T	Application Development Using Java II	4.5	67
SD2670T	Social Networking Applications and Technology	4.5	67
SD2799T	Software Development Capstone Project	4.5	72
	Subtotal	54.0	809
General Studies Courses			
GS1140T	Problem Solving Theory	4.5	54
GS1145T	Strategies for the Technical Professional	4.5	67
	Subtotal	9.0	121
Elective Course			
-----	Unspecified Elective course*	3.0	48
	Program Total	93.0	
	Scheduled Units of Course Time of Classes in Program		1,315

*Courses offered at this school that satisfy the Unspecified Elective course requirement are GS2745T and SD2720T. The course descriptions for these courses are in the Course Descriptions section of the catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SCHOOL OF ELECTRONICS TECHNOLOGY

ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY

A 14-QUARTER BACHELOR OF SCIENCE DEGREE PROGRAM

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level positions in electrical engineering and communications technology. Students will be exposed to a variety of basic electronics and computer principles and technical skills in both theory and practical application in a laboratory environment. Students explore various topics in electrical circuitry, testing, systems analysis and testing, systems maintenance and report preparation.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electronics and computer technology fields.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electronics and communications engineering technology.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: standard electronics test equipment such as multimeters, oscilloscopes, power supplies, signal generators and spectrum analyzers, cabling tools and test instruments and circuit and system simulation software.

Class Size - Classes generally range in size from 15 to 30 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Quarter Credit Hours	Scheduled Units of Course Time of Classes
General Education Courses*			
-----	Unspecified General Education courses	27.0	337
SS3150T	Research Methods	4.5	54
EN3220T	Written Analysis	4.5	54
MA3310T	Calculus I	4.5	67
MA3410T	Calculus II	4.5	67
HU4640T	Ethics	4.5	54
SC4730T	Environmental Science	4.5	67
	Subtotal	54.0	700
Core Courses			
-----	Unspecified Core courses**	45.0	677
ET3110T	Networking and Communications	4.5	67
ET3150T	Automatic Industrial Control	4.5	67
ET3220T	Mobile Wireless Technology	4.5	67
ET3280T	Electrical Machines and Energy Conversion	4.5	54
ET3330T	Telecommunications Systems and Technology	4.5	67
ET3380T	Power Electronics	4.5	67
ET3430T	Fiber Optic Communications	4.5	54
ET3480T	Power Systems	4.5	54
ET4560T	C++ Programming	4.5	67
ET4580T	Green Energy Technology	4.5	54
ET4640T	Embedded Systems	4.5	67
ET4671T	Electronic Circuit Analysis	4.5	67
ET4771T	Electronic Circuit Design	4.5	67
ET4799T	Electrical Engineering and Communications Technology Capstone Project	4.5	72
	Subtotal	108.0	1,568
Elective Courses			
-----	Unspecified Elective courses	18.0	256
Minimum required credit hours for the Baccalaureate degree (Grand total)		180.0	
Scheduled Units of course Time of Classes in the Program			2,524

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Examples of the subject matter included in the Unspecified Core courses are as follows: basic electronics and devices; digital electronics, computer technology; and electronic systems. Courses offered at this school that may satisfy the Unspecified Core course requirement are ET1210T, ET1220T, ET1310T, ET1410T, ET2530T, ET2560T, ET2640T, ET2750T and NT1110T. The course descriptions for these courses are in the Course Descriptions section of this catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

ELECTRICAL ENGINEERING TECHNOLOGY

A 7-QUARTER ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level electrical and electronics technician positions. Students are exposed to the theory of various electronics and electrical circuitry in a classroom environment and to various techniques and applications in a laboratory environment.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electrical and electronics engineering technology positions, such as electronics technician, service technician, telecommunications technician and engineering technician.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electrical engineering technology.

Admission Requirements - Refer to the Admission section of this catalog for information relating to the Admission Requirements and Procedures for this program.

School Equipment - In laboratory, students typically work in teams. Students will have the opportunity to use the following school equipment as required throughout the program: computers, applications programs relevant to the field, standard hand tools and various pieces of test equipment which include the multimeter, power supply, oscilloscope and signal generator.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Quarter Credit Hours	Scheduled Units of Course Time of Classes
General Education Courses			
MA1210T	College Mathematics I	4.5	54
MA1310T	College Mathematics II	4.5	54
EN1320T	Composition I	4.5	67
EN1420T	Composition II	4.5	54
CO2520T	Communications	4.5	54
PH2530T	Physics	4.5	67
SP2750T	Group Theory	4.5	54
	Subtotal	31.5	404
Core Courses			
NT1110T	Computer Structure and Logic	4.5	67
ET1210T	DC-AC Electronics	4.5	67
NT1210T	Introduction to Networking	4.5	67
ET1220T	Digital Fundamentals	4.5	67
ET1310T	Solid State Devices	4.5	67
ET1410T	Integrated Circuits	4.5	67
ET2530T	Electronic Communications	4.5	67
ET2560T	Introduction to C Programming	4.5	67
ET2640T	Microprocessors and Microcontrollers	4.5	67
ET2750T	Programmable Logic Controllers	4.5	67
ET2799T	Electrical Engineering Technology Capstone Project	4.5	72
	Subtotal	49.5	742
General Studies Courses			
GS1140T	Problem Solving Theory	4.5	54
GS1145T	Strategies for the Technical Professional	4.5	67
	Subtotal	9.0	121
Elective Course			
-----	Unspecified Elective course*	3.0	48
Program Total Credit Hours		93.0	
Scheduled Units of Course Time of Classes in the Program			1,315

*Courses offered at this school that satisfy the Unspecified Elective course requirement are ET2760T, GS2745T and NT2710T. The course descriptions for these courses are in the Course Descriptions section of the catalog

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SCHOOL OF DRAFTING AND DESIGN

DRAFTING AND DESIGN TECHNOLOGY

A 7-QUARTER ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer aided-drafting (CAD) and design positions. Students are exposed to CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms and records. Students will be exposed to both classroom theory and laboratory projects.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving drafting and design, and may include mechanical drafting and design, Building Information Modeling (BIM), architectural drafting and design, parametric modeling, civil drafting and design and structural detailing.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving drafting and design technology.

Admission Requirements - Refer to the Admission section of this catalog for information relating to the Admission Requirements and Procedures for this program.

School Equipment - Throughout the program students will use portable drafting tables and parallel edges. The CAD laboratory is equipped with computers, design software and plotters. Students regularly use smaller tools such as drafting instruments, scales and calculators.

Class Size - Classes generally range in size from 15 to 35 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Quarter Credit Hours	Scheduled Units of course Time of Classes
General Education Courses			
MA1210T	College Mathematics I	4.5	54
MA1310T	College Mathematics II	4.5	54
EN1320T	Composition I	4.5	67
EN1420T	Composition II	4.5	54
CO2520T	Communications	4.5	54
PH2530T	Physics	4.5	67
ES2555T	Survey of Economics	4.5	54
	Subtotal	31.5	404
Core Courses			
DT1110T	Introduction to Drafting and Design Technology	4.5	67
DT1210T	Rapid Visualization Techniques	4.5	67
DT1230T	CAD Methods	4.5	67
DT1320T	Building Information Modeling (BIM)	4.5	67
DT1325T	Sustainability in Design	4.5	67
DT1410T	Materials and Processes in Design	4.5	67
DT1430T	Parametric Modeling	4.5	67
DT2510T	Advanced CAD Methods	4.5	67
DT2520T	3D Civil Drafting	4.5	67
DT2630T	3D Modeling and Visualization	4.5	67
DT2799T	Drafting and Design Technology Capstone Project	4.5	72
	Subtotal	49.5	742
General Studies Courses			
GS1140T	Problem Solving Theory	4.5	54
GS1145T	Strategies for the Technical Professional	4.5	67
	Subtotal	9.0	121
Elective Course			
-----	Unspecified Elective course*	3.0	48
	Program Total Credit Hours	93.0	
	Scheduled Units of Course Time of Classes in the Program		1,315

*Courses offered at this school that satisfy the Unspecified Elective course requirement are GS2745T and DT2740T. The course descriptions for these courses are in the Course Descriptions section of the catalog

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SCHOOL OF BUSINESS

PROJECT MANAGEMENT AND ADMINISTRATION - PROJECT MANAGEMENT AND ADMINISTRATION OPTION, CONSTRUCTION OPTION, AND INFORMATION TECHNOLOGY OPTION A 14-QUARTER BACHELOR OF SCIENCE DEGREE PROGRAM

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level project management and administrative positions. Students will be exposed to a variety of skills relating to planning, organizing, implementing, leading and controlling the work of a project to meet the goals and objectives of the organization. The program explores various areas of the Project Management Body of Knowledge (PMBOK®).

The Project Management and Administration option of the Project Management and Administration program helps students understand the project planning process, including the project life cycle, requirements and scope and quality assurance plans. Core competencies include tools and techniques used in project management for planning, scheduling and creating strategies to identify risks and quantify their impact.

The Construction option of the Project Management and Administration program exposes students to a variety of techniques utilized to manage, coordinate and supervise the construction process from concept development through project completion on timely and economic bases.

The Information Technology option of the Project Management and Administration program helps students understand how to apply principles of information technology, computer systems management and business operations to the planning, management and evaluation of information technology in organizations.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level project management and administration positions.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, project scheduling and construction estimating software, computer graphics software, printers and other common computer peripherals.

Class Size - Classes generally range in size from 15 to 30 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline - This program of study offers three options of coursework for a student to pursue. All of the courses (as such courses may be revised or modified from time to time by the school in its discretion) in one of the following options must be successfully completed.

Project Management and Administration Option

Course Number	Course	Quarter Credit Hours	Scheduled Units of Course Time of Classes
General Education Courses*			
-----	Unspecified General Education courses	22.5	296
MA3110T	Statistics	4.5	54
PY3150T	Psychology	4.5	54
SS3150T	Research Methods	4.5	54
EN3220T	Written Analysis	4.5	54
SP3450T	Social Psychology	4.5	54
HU4640T	Ethics	4.5	54
SC4730T	Environmental Science	4.5	67
	Subtotal	54.0	687
Core Courses			
-----	Unspecified Core courses** (must include MG4650T or PM4790T)	49.5	651
BU3110T	Business Negotiation	4.5	54
PM3110T	Introduction to Project Management	4.5	54
FN3140T	Accounting and Finance for Business	4.5	54
PM3220T	Project Communication and Documentation	4.5	67
PM3225T	Project Management Tools and Techniques	4.5	67
BU3315T	Quantitative Analysis	4.5	54
PM3320T	Project Cost and Budget Management	4.5	67
PM3325T	Project Quality Management	4.5	54
PM3420T	Procurement and Contract Management	4.5	54
PM4530T	Management of Global Projects	4.5	54
PM4620T	Project Risk Management	4.5	54
PM4799T	Project Management and Administration Capstone Project	4.5	72
	Subtotal	103.5	1,356
Elective Courses			
-----	Unspecified Elective courses	22.5	283
Minimum required credit hours for the Baccalaureate degree (Grand total)		180.0	
Scheduled Units of Course Time of Classes in the Program			2,326

Construction Option			
Course Number	Course	Quarter Credit Hours	Scheduled Units of Course Time of Classes
General Education Courses*			
-----	Unspecified General Education courses	22.5	296
MA3110T	Statistics	4.5	54
PY3150T	Psychology	4.5	54
SS3150T	Research Methods	4.5	54
EN3220T	Written Analysis	4.5	54
SP3450T	Social Psychology	4.5	54
HU4640T	Ethics	4.5	54
SC4730T	Environmental Science	4.5	67
	Subtotal	54.0	687
Core Courses			
-----	Unspecified Core courses** (must include PM4650T or PM4790T)	49.5	742
PM3110T	Introduction to Project Management	4.5	54
PM3150T	Construction Techniques	4.5	54
PM3220T	Project Communication and Documentation	4.5	67
PM3225T	Project Management Tools and Techniques	4.5	67
PM3320T	Project Cost and Budget Management	4.5	67
PM3325T	Project Quality Management	4.5	54
PM3420T	Procurement and Contract Management	4.5	54
PM3450T	Building Codes	4.5	54
PM4530T	Management of Global Projects	4.5	54
PM4550T	Construction Cost Estimating	4.5	67
PM4620T	Project Risk Management	4.5	54
PM4797T	Project Management and Administration—Construction Option Capstone Project	4.5	72
	Subtotal	103.5	1,460
Elective Courses			
-----	Unspecified Elective courses	22.5	296
Minimum required credit hours for the Baccalaureate degree (Grand Total)		180.0	
Scheduled Units of Course Time of classes in the Program			2,443

Information Technology Option			
Course Number	Course	Quarter Credit Hours	Scheduled Units of Course Time of Classes
General Education Courses*			
-----	Unspecified General Education courses	22.5	337
MA3110T	Statistics	4.5	54
PY3150T	Psychology	4.5	54
SS3150T	Research Methods	4.5	54
EN3220T	Written Analysis	4.5	54
SP3450T	Social Psychology	4.5	54
HU4640T	Ethics	4.5	54
SC4730T	Environmental Science	4.5	67
	Subtotal	54.0	728
Core Courses			
-----	Unspecified Core courses** (must include MG4650T or PM4790T)	49.5	755
PM3110T	Introduction to Project Management	4.5	54
PM3140T	Systems Analysis	4.5	67
PM3220T	Project Communication and Documentation	4.5	67
PM3225T	Project Management Tools and Techniques	4.5	67
PM3320T	Project Cost and Budget Management	4.5	67
PM3325T	Project Quality Management	4.5	54
PM3420T	Procurement and Contract Management	4.5	54
PM3440T	Project Management for Information Technology	4.5	67
PM4530T	Management of Global Projects	4.5	54
PM4540T	Managing Software Development Projects	4.5	67
PM4620T	Project Risk Management	4.5	54
PM4795T	Project Management and Administration—Information Technology Option Capstone Project	4.5	72
	Subtotal	103.5	1,499
Elective Courses			
-----	Unspecified Elective courses	22.5	229
Minimum required credit hours for the Baccalaureate degree (Grand Total)		180.0	
Scheduled Units of Course Time in the Program			2,456

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Unspecified Core courses may be accumulated from one selected discipline of study relating to the student's career path.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

ACCOUNTING**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Objectives - The program exposes students to fundamental knowledge and skills utilized in entry-level accounting. Students will be exposed to a variety of skills used to provide technical administrative support to professional accountants and other financial management personnel. Students are introduced to a variety of accounting topics, including posting transactions to accounts, record-keeping systems, accounting software operation and general accounting principles and practices.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level accounting and bookkeeping positions.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computers, pertinent software, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours	Scheduled Units of Course Time of Classes
General Education Courses			
MA1210T	College Mathematics I	4.5	54
EN1320T	Composition I	4.5	67
EN1420T	Composition II	4.5	54
CO2520T	Communications	4.5	54
ES2550T	Microeconomics	4.5	54
ES2560T	Macroeconomics	4.5	54
	Subtotal	27.0	337
Core Courses			
BU1110T	Introduction to Business	4.5	54
AC1220T	Accounting Principles I	4.5	67
AC1320T	Accounting Principles II	4.5	67
MG1350T	Fundamentals of Supervision	4.5	54
BU1410T	Management Information Systems	4.5	67
AC1420T	Financial Accounting	4.5	54
AC2520T	Tax Preparation	4.5	67
AC2620T	Fundamentals of Managerial Accounting	4.5	54
BU2620T	Fundamentals of Business Communications	4.5	54
FN2640T	Fundamentals of Finance	4.5	54
AC2720T	Cost Accounting	4.5	54
AC2799T	Accounting Capstone Project	4.5	72
	Subtotal	54.0	718
General Studies Courses			
GS1140T	Problem Solving Theory	4.5	54
GS1145T	Strategies for the Technical Professional	4.5	54
GS2745T	Advanced Strategies for the Technical Professional	3.0	54
	Subtotal	12.0	169
	Program Total	93.0	
	Scheduled Units of Course Time of Classes in Program		1,224

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

COURSE DESCRIPTIONS

CO, EN, ES, HU, MA, PH, PY, SC, SP and SS courses = General Education

AC, BU, DT, ET, FN, IS, LE, MG, NT, PM, PT and SD courses = Core

GS courses = General Studies

General Education Courses

SC1130T Survey of the Sciences

A 4.5 credit hour Science course, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities

This survey course is designed to familiarize the student with the methods of rational inquiry and problem solving in the sciences. Students will explore a selection of topics in the scientific fields including physics, chemistry, biology, astronomy and earth science, to develop basic scientific literacy and the ability to critically analyze issues of science. This course includes a laboratory component.

MA1210T College Mathematics I

A 4.5 credit hour Mathematics course, 54 units of course time spent in classroom activities

This course focuses on fundamental mathematical concepts including quadratic, polynomial and radical equations, linear functions and their graphs, systems of linear equations, functions and their properties and matrices. Activities will include solving problems and using appropriate technological tools. **Prerequisite: GS1140T Problem Solving Theory or equivalent**

MA1310T College Mathematics II

A 4.5 credit hour Mathematics course, 54 units of course time spent in classroom activities

This course will include the following concepts: exponential and logarithmic equations and functions, graphs of trigonometric functions, trigonometric equations, polar coordinates, oblique triangles, vectors and sequences. **Prerequisite: MA1210T College Mathematics I or equivalent**

EN1320T Composition I

A 4.5 credit hour Composition course, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities

This course examines phases of the writing process, with emphasis on the structure of writing and techniques for communicating clearly, precisely and persuasively. **Prerequisite: GS1145T Strategies for the Technical Professional or equivalent**

EN1420T Composition II

A 4.5 credit hour Composition course, 54 units of course time spent in classroom activities

This course builds on the foundations of Composition I with additional emphasis in rhetorical structures, argumentation, and research. Presenting strong arguments using visual and oral communication techniques is also included. **Prerequisite: EN1320T Composition I or equivalent**

CO2520T Communications

A 4.5 credit hour Humanities course, 54 units of course time spent in classroom activities

The course focuses on the history, principles and techniques of interpersonal, organizational and mass communications, and on communicating using written, verbal and visual formats. **Prerequisites: Completion of a minimum of 54 credits earned in the program of study including EN1320T Composition I or equivalent**

PH2530T Physics

A 4.5 credit hour Science course, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities

This course introduces students to the principles of general physics. Practical applications demonstrate the theory. This course includes a laboratory component. **Prerequisite: MA1310T College Mathematics II or equivalent**

ES2550T Microeconomics

A 4.5 credit hour Social Science course, 54 units of course time spent in classroom activities

This course introduces the economic way of thinking and applies basic principles of microeconomics. It is the study of choices made by households, firms and governments and how these choices impact the market economy. **Prerequisites: MA1210T College Mathematics I or equivalent, EN1320T Composition I or equivalent. Students may not receive credit for both ES2550T Microeconomics or equivalent and ES2555T Survey of Economics or equivalent.**

ES2555T Survey of Economics

A 4.5 credit hour Social Science course, 54 units of course time spent in classroom activities

This course introduces basic principles of both microeconomics and macroeconomics. **Prerequisites: MA1210T College Mathematics I or equivalent, EN1320T Composition I or equivalent. Students may not receive credit for both ES2555T Survey of Economics and ES2550T Microeconomics or for both ES2555T Survey of Economics and ES2560T Macroeconomics.**

ES2560T Macroeconomics**A 4.5 credit hour Social Science course, 54 units of course time spent in classroom activities**

This course is the study of aggregate economic activity. Students apply basic principles of macroeconomics to unemployment, inflation and economic growth. **Prerequisites: MA1210T College Mathematics I or equivalent, EN1320T Composition I or equivalent.** Students may not receive credit for both ES2555T Survey of Economics or equivalent and ES2560T Macroeconomics or equivalent.

SP2750T Group Theory**A 4.5 credit hour Social Science course, 54 units of course time spent in classroom activities**

This course is an overview of the theory related to groups of people bonded by task or culture. Emphasis is on communication, critical thinking and group process theory, including social exchange theory, structuration theory, functional theory, group ethics, diversity and related communication conflicts, group decision-making, creativity, leadership and gender. **Prerequisite: EN1320T Composition I or equivalent**

MA3110T Statistics**A 4.5 credit hour Mathematics course, 54 units of course time spent in classroom activities**

This course introduces descriptive and inferential statistics. Topics include probability and probability distributions, confidence intervals, hypothesis testing and linear regression. **Prerequisites: EN1320T Composition I or equivalent, MA1210T College Mathematics I or equivalent**

PY3150T Psychology**A 4.5 credit hour Social Science course, 54 units of course time spent in classroom activities**

This course explores psychological theories from behavioral, humanistic and biological viewpoints. Students apply skills of critical thinking, observation, information gathering and analysis to practice social science and scientific methodology. **Prerequisite: EN1320T Composition I or equivalent**

SS3150T Research Methods**A 4.5 credit hour Social Science course, 54 units of course time spent in classroom activities**

This course introduces a step-by-step approach to conducting research. Topics include scientific reasoning, applying critical thinking principles to assess validity and reliability in research, and production of research-based documents. **Prerequisites: EN1420T Composition II or equivalent, MA3110T Statistics or equivalent or MA3310T Calculus I or equivalent**

EN3220T Written Analysis**A 4.5 credit hour Composition course, 54 units of course time spent in classroom activities**

This course introduces theories and principles of critical and creative thinking with the goal of analysis and production of comprehensive written documents. Focus is on critically evaluating ideas and arguments. **Prerequisites: EN1420T Composition II or equivalent, SS3150T Research Methods or equivalent**

MA3310T Calculus I**A 4.5 credit hour Mathematics course, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course is an introduction to differential and integral calculus. Topics include limits, continuity, derivatives, antiderivatives and both definite and indefinite integrals. **Prerequisite: MA1310T College Mathematics II or equivalent**

MA3410T Calculus II**A 4.5 credit hour Mathematics course, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

A continuation of Calculus I, this course introduces methods of integration, partial derivatives and double integration, integration and differentiation of the trigonometric and logarithmic functions, series and progressions, the Laplace transform, and differential equations. **Prerequisite: MA3310T Calculus I or equivalent**

SP3450T Social Psychology**A 4.5 credit hour Social Science course, 54 units of course time spent in classroom activities**

This course is a survey of theories and research concerned with how individuals behave in social constructs, and how they influence and are influenced by other people. **Prerequisites: EN1420T Composition II or equivalent, SS3150T Research Methods or equivalent**

HU4640T Ethics**A 4.5 credit hour Humanities course, 54 units of course time spent in classroom activities**

This course introduces fundamentals of, and differences in, the morals and rules of conduct among individuals. Focus is on the identification and analysis of a variety of theoretical moral constructs and their application to individual and personal behavior. **Prerequisite: EN3220T Written Analysis or equivalent**

SC4730T Environmental Science

A 4.5 credit hour Social Science course, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities

This course explores the issues of environmental science using an integrative approach against a political, geographic, cultural and economic backdrop. Through hands-on and virtual labs and applied problem sets, students will study the impact humans have on the environment and the costs and benefits of mitigating the impact. This course includes a laboratory component. **Prerequisites: EN1420T Composition II or equivalent, MA1210T College Mathematics I or equivalent**

Core Courses**AC1220T Accounting Principles I**

4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities

This course involves accounting principles and presents accounting standards, inventory methods, depreciation, and financial components that comprise the income statement, balance sheet and statement of cash flows. Students will perform accounting exercises to solve business problems. **Prerequisite: GS1140T Problem Solving Theory or equivalent**

AC1320T Accounting Principles II

4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities

This course expands on the concepts taught in Accounting Principles I, and includes a broader analysis of financial statements and their components. Students study differences between long and short-term liabilities, stocks and bonds, and the uses of management versus financial accounting. **Prerequisite: AC1220T Accounting Principles I or equivalent**

AC1420T Financial Accounting

4.5 credit hours, 54 units of course time spent in classroom activities

In this course, students practice producing financial statements using different classes of assets and inventory valuation methods. It includes the preparation of trial balances and the use of financial ratios to determine a measure of the financial health of a company.

Prerequisite: AC1320T Accounting Principles II or equivalent

AC2520T Tax Preparation

4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time

In this course, students compare and contrast individual and corporate tax models and analyze the tax practice environment. Topics include the disposition of assets, accounting for tax expense, estate property valuation and auditing in the organization. **Prerequisite: AC1420T Financial Accounting or equivalent**

AC2620T Fundamentals of Managerial Accounting

4.5 credit hours, 54 units of course time spent in the classroom activities

In this course, students will analyze internal business accounting statements and accounting reports used for management planning and decision making. **Prerequisite: AC1420T Financial Accounting or equivalent**

AC2720T Cost Accounting

4.5 credit hours, 54 units of course time spent in the classroom activities

This course focuses on the evaluation of business cost elements and budgeting for future periods. Topics include cost analysis, variances, inventory costing and control of business finances. **Prerequisite: AC1420T Financial Accounting or equivalent**

AC2799T Accounting Capstone Project

4.5 credit hours, 36 units of course time spent in the classroom activities, 36 units of course time

This is a project course in which students solve an accounting problem that is designed to combine elements of courses in the program. The instructor must approve the scope and depth of the student's project and acts as a resource for the student during the execution of the project. A formal written document and presentation are required. **Prerequisites: Must be taken during the student's final quarter of study**

BU1110T Introduction to Business

4.5 credit hours, 54 units of course time spent in classroom activities

This course explores fundamental processes of management, teamwork, motivation, customer satisfaction, and the production of goods and services. Students will examine ethical and social responsibilities for businesses, and compare business operations in U.S. companies to business operations in foreign countries.

BU1410T Management Information Systems

4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities

This course examines fundamentals of information systems used in business. Topics include choice of hardware and software, security, backup, virus protection, and the use of internal and external communication to solve business problems. **Prerequisite: BU1110T Introduction to Business or equivalent**

BU2620T Fundamentals of Business Communications**4.5 credit hours, 54 units of course time spent in classroom activities**

This course explores methods to create effective communications within the organization. Concentration is on collaborative communications, communicating bad-news messages and conducting persuasive presentations. Students practice with a variety of electronic and hard copy media and will give a professional presentation at the end of the course. **Prerequisite: EN1320T Composition I or equivalent**

BU3110T Business Negotiation**4.5 credit hours, 54 units of course time spent in classroom activities**

This course examines topics in business negotiation, such as general contracts, labor agreements and sales contracts. Students will use standard scenarios to practice developing settlements that are fair for all parties involved in a negotiation. **Prerequisites: BU1110T Introduction to Business or equivalent or PM3110T Introduction to Project Management or equivalent, FN2640T Fundamentals of Finance or equivalent or FN3140T Accounting and Finance for Business or equivalent**

CJ1110T Introduction to Criminal Justice**4.5 credit hours, 54 units of course time spent in classroom activities**

This survey course introduces the scope, principles and purposes of the American criminal justice system with emphasis on criminology, forensics, law enforcement, courts, corrections and security.

DT1110T Introduction to Drafting and Design Technology**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course introduces technical drafting and design practices. Topics include lettering, metric construction, technical sketching, orthographic projection, sections, intersections, development, fasteners, theory and applications of dimensioning and tolerances, pictorial drawing, and the preparation of working and detailed drawings.

DT1210T Rapid Visualization Techniques**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course introduces the concepts of rapid communication of design topics utilizing techniques of freehand drawing and their application to technical sketching and design visualization. Hands-on projects include drawing of two- and three-dimensional shapes and objects, spatial thinking and eye-hand coordination in relation to the practice of drafting and design.

DT1230T CAD Methods**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines computer-aided drafting (CAD) techniques utilizing CAD equipment. Hands-on projects include geometric construction, various projections, sections, auxiliaries, dimensioning, sketching, and detail drawing that is practiced and applied using proper CAD procedures. Maintenance of CAD drawing files through the use of operating system commands is applied and stressed. **Prerequisite: DT1110T Introduction to Drafting and Design Technology or equivalent**

DT1320T Building Information Modeling (BIM)**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines architectural planning and design utilizing Building Information Management (BIM) techniques. Fundamental design methods and practices for the creation of architectural drawings are presented, with emphasis on the content of the drawings and the production skills. Topics include the development of floor plans, elevations and sections of building projects. **Prerequisite: DT1230T CAD Methods or equivalent**

DT1325T Sustainability in Design**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

In this course, students investigate the challenges of implementing sustainability in a variety of contexts, from the perspectives of climate change, energy use, natural resource use and ecosystems/land use. Students explore current trends of sustainability as it applies to design, manufacturing and building. Topics include materials, manufacturing techniques, new technologies, renewable resources and product life cycle analysis. **Prerequisite: DT1230T CAD Methods or equivalent**

DT1410T Materials and Processes in Design**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course emphasizes the materials and processes used in manufacturing and construction. Students are introduced to a variety of construction and manufacturing materials, machine tools and tooling used in a variety of processes. Emphasis is placed on terminology and function.

DT1430T Parametric Modeling**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines the creation of parametric models utilizing design software. Topics include working with constrained geometry, creating and documenting assemblies, and advanced part modeling techniques. **Prerequisite: DT1230T CAD Methods or equivalent**

DT2510T Advanced CAD Methods**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This is a course in computer-aided design for the advanced CAD user. Students utilize a typical CAD system to design and analyze mechanical systems, architectural structures and other devices. This course reinforces CAD skills studied in the CAD Methods course. **Prerequisite: DT1230T CAD Methods or equivalent**

DT2520T 3D Civil Drafting**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course provides an introduction to civil drafting and design using surveying and engineering data to draw civil engineering plans. Topics include legal descriptions, plan and profile drawings, topographic mapping, cross-sections and required calculations.

Prerequisite: DT1320T Parametric Modeling or equivalent**DT2630T 3D Modeling and Visualization****4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**This course explores 3D modeling, the application of realistic textures, lighting principles and techniques for the use of camera types. An emphasis is placed on industry trends and issues pertaining to rendering output for different mediums. **Prerequisite: DT1320T****Building Information Modeling (BIM) or equivalent****DT2740T Advanced CAD Methods using AutoCAD****3.0 credit hours, 24 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**This course focuses on the tools, features and common tasks of AutoCAD. Topics will include altering objects, annotations, creating template content, creating additional drawing objects, dimensioning, drawing organization and inquiry commands, hatching objects, inserting and managing external references, isolating or hiding displayed objects, manipulating objects, layouts and visibility, printing and plotting, and reusable content. Students will demonstrate competency using all the AutoCAD commands and features. This course examines the concepts found in the AutoCAD Certified Professional certification exam. **Prerequisite: DT2510T Advanced CAD****Methods or equivalent****DT2799T Drafting and Design Technology Capstone Project****4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**An introduction to the theory and practical development, planning, management and presentation of a drafting project from start to finish. Topics include techniques of project planning, project design and execution, documentation and presentation. Students are required to apply project management techniques to a Capstone Project. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of DT1320T Building Information Modeling (BIM) or equivalent and DT1430T Parametric Modeling or equivalent****ET1210T DC-AC Electronics****4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**This course examines properties and operations of electronics systems and circuits. Topics include types of circuits, electromagnetism, frequency, capacitance, transformers and voltage. Students apply electronics laws to solve circuit problems. **Prerequisite or****Corequisite: MA1210T College Mathematics I or equivalent****ET1220T Digital Fundamentals****4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**In this course, students examine the differences between analog and digital signals. Topics include transmission methods, binary data, logic operations, logic circuits, logic symbols, registers and counters. **Prerequisite: ET1210T DC-AC Electronics or equivalent;****Prerequisite or Corequisite: MA1210T College Mathematics I or equivalent****ET1310T Solid State Devices****4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**In this course, students study a variety of electronic devices, such as semiconductors, diodes, transistors and amplifiers. Bias circuits and methods and switching applications are discussed. Students analyze circuits and troubleshoot a power supply. **Prerequisite:****ET1210T DC-AC Electronics or equivalent****ET1410T Integrated Circuits****4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**This course explores principles of operational amplifier circuits (op-amps), AC and DC parameters and applications for power amplifiers, feedback, oscillation and line and load regulation. Students analyze and troubleshoot op-amp circuits. **Prerequisite:****ET1310T Solid State Devices or equivalent****ET2530T Electronic Communications****4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**In this course, students explore topics of electronic communications, such as the electromagnetic frequency spectrum, frequency bands, modulation, digital data, antennas, transmission lines and loads, government services and fiber optics. Exercises include diagramming modern transmitter and receiver components, plotting impedances, and making line and load conversions. **Prerequisites: ET1410T Integrated Circuits or equivalent, ET1220T Digital Fundamentals or equivalent, MA1310T College Mathematics II or equivalent****ET2560T Introduction to C Programming****4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**This course is designed to help students understand the fundamental concepts and terminology of computer programming and practical skills used in designing, writing and debugging simple computer programs in C. **Prerequisite: NT1110T Computer Structure and****Logic or equivalent**

ET2640T Microprocessors and Microcontrollers**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines the creation, assembly, features, function, programming and product applications of contemporary microprocessors and microcontrollers. Students perform exercises in planning, designing, implementing and debugging functional microcontrollers. **Prerequisites:** ET1220T Digital Fundamentals or equivalent, ET1410T Integrated Circuits or equivalent, ET2560T Introduction to C Programming or equivalent

ET2750T Programmable Logic Controllers**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

In this course, students study components, operations, maintenance and troubleshooting of programmable logic controllers (PLC). Topics include I/O addressing, ladder schematics, scan sequence, sensors, actuators, controls, data manipulation methods, timers and counters, sequencers and shift-registers. Students have a PLC project in this course. **Prerequisites:** ET1220T Digital Fundamentals or equivalent, ET1410T Integrated Circuits or equivalent

ET2760T Advanced PLC Programming**3.0 credit hours, 24 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course focuses on the advanced use of core Programmable Logic Controllers (PLC) programming skills. The student will be required to demonstrate mastery of skills to create, modify, and troubleshoot PLC systems. This course examines the concepts found in the S7 Certified Programmer certification exam. **Prerequisite:** ET2750T Programmable Logic Controllers or equivalent

ET2799T Electrical Engineering Technology Capstone Project**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

Final capstone project with fundamental review provides students with a design experience and integration of knowledge in electronics and computers gained in previous coursework, as well as a means to practice problem solving and teamwork, project management, technical writing skills and project presentation skills. **Prerequisites:** Must be taken during the student's final quarter of study, and requires prior satisfactory completion of ET2640T Microprocessors and Microcontrollers or equivalent

ET3110T Networking and Communications**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course explores concepts of data communications and networking. Topics include basic data communications networks and systems, local area networks, internetworks and the Internet. **Prerequisite:** NT1210T Introduction to Networking or equivalent

ET3150T Automatic Industrial Control**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines process control technology. Topics include analog and digital signal conditioning, sensors, final control operation, discrete-state process control, digital control and controllers. **Prerequisites:** ET1220T Digital Fundamentals or equivalent, ET1410T Integrated Circuits or equivalent

ET3220T Mobile Wireless Technology**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course introduces mobile technology and wireless communications and their practical applications. Topics include wireless communications systems, mobile devices and mobile networking. **Prerequisite:** ET3110T Networking and Communications or equivalent

ET3280T Electrical Machines and Energy Conversion**4.5 credit hours, 54 units of course time spent in classroom activities**

In this course, students study concepts of basic energy conversion and physical phenomena in electrical machine operation. Topics include magnetic materials and circuits, motors, generators, transformers and induction machines, synchronous machines and alternators. **Prerequisites:** ET1210T DC-AC Electronics or equivalent, PH2530T Physics or equivalent

ET3330T Telecommunications Systems and Technology**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course explores concepts and applications of telecommunications systems and technology. Emphasis is on technical aspects of digital communications systems with digital signal processing, transmission, reception, storage and retrieval of information.

Prerequisite: ET2530T Electronic Communications or equivalent**ET3380T Power Electronics****4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course introduces principles and applications of power electronics. Topics include electric power conversion, conditioning and control, power devices and switches, switching techniques, rectifiers, converters and inverters, and switching power supplies.

Prerequisites: ET1410T Integrated Circuits or equivalent, ET3280T Electrical Machines and Energy Conversion or equivalent**ET3430T Fiber Optic Communications****4.5 credit hours, 54 units of course time spent in classroom activities**

This course explores concepts of fiber optic communication systems. Topics include light sources, optical fibers and their properties, optical amplifiers, optical transmitters and receivers, communications systems and optical networks. **Prerequisite:** ET3330T

Telecommunications Systems and Technology or equivalent

ET3480T Power Systems**4.5 credit hours, 54 units of course time spent in classroom activities**

In this course, students study energy conversion, elements and the structure and operation of electric power systems. Topics include generators, transformers, load flow and power distribution, and the operation and analysis of power systems. **Prerequisite: ET3380T Power Electronics or equivalent**

ET4560T C++ Programming**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course introduces concepts of object oriented programming and provides hands-on exercises in C++ programming. Areas of instruction include primitive data types, control structures, functions, pass-by-value, pass-by-reference, array, pointers, C-strings, recursion, class and objects, file input and output, operator overloading and inheritance. **Prerequisite: ET2560T Introduction to C Programming or equivalent**

ET4580T Green Energy Technology**4.5 credit hours, 54 units of course time spent in classroom activities**

This course explores concepts and applications of renewable energy technology. Topics include types of renewable energy technology, such as wind energy, solar power, hydro-electric energy, bio-energy, tidal power, wave energy, geothermal energy, ocean thermal power and fuel cells. **Prerequisite: ET3480T Power Systems or equivalent**

ET4640T Embedded Systems**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines microcontrollers and their applications in embedded systems. Emphasis is on effective programming, interfacing and implementing a microcontroller. **Prerequisites: ET2560T Introduction to C Programming or equivalent, ET2640T Microprocessors and Microcontrollers or equivalent**

ET4671T Electronic Circuit Analysis**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course involves methods of analysis for analog circuits. Topics include transient and steady-state analysis of circuit response using techniques such as differential equations, Laplace transforms and computer-aided circuit simulation programs, transfer functions and Fourier techniques. **Prerequisites: ET1220T Digital Fundamentals or equivalent, ET1410T Integrated Circuits or equivalent, MA3410T Calculus II or equivalent**

ET4771T Electronic Circuit Analysis and Design II**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines the design of electronic circuits, and includes a laboratory that utilizes computer-aided software tools for circuit design and simulation. Topics include active filters, time and frequency analysis, and modeling and simulations. **Prerequisite: ET4671T Electronic Circuit Analysis or equivalent**

ET4799T Electrical Engineering and Communications Technology Capstone Project**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This is a project course in which students solve a technical problem that is designed to combine elements of courses in the program. The instructor must approve the scope and depth of the student's project and acts as a resource for the student during the execution of the project. A formal written document and presentation are required. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study**

FN2640T Fundamentals of Finance**4.5 credit hours, 54 units of course time spent in classroom activities**

This course examines factors included in financial decision-making, such as return on investment, financial planning, budgeting and the comparison of different corporate investments. It also covers the timing of cash flow and its impact on the desirability of investments. **Prerequisites: MA1210T College Mathematics I or equivalent, AC1420T Financial Accounting or equivalent**

FN3140T Accounting and Finance for Business**4.5 credit hours, 54 units of course time spent in classroom activities**

In this course, students will analyze the cost structure and timing of cash flows in a business, and use the budget and financial performance of the business as the basis to evaluate the attractiveness of its capital investments.

IS3110T Risk Management in Information Technology Security**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course addresses how risk, threats and vulnerabilities impact information systems in the context of risk management. Topics include methods of assessing, analyzing and managing risks, defining an acceptable level of risk for information systems, and identifying elements of a business impact analysis, a business continuity plan and a disaster recovery plan. **Prerequisite: NT2580T Introduction to Information Security or equivalent**

IS3120T Network Communications Infrastructure**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course explores the convergence of computer networking and telecommunications technologies. Capabilities and limitations of converged networking infrastructure are analyzed through voice, data and video applications in relation to performance, management and security challenges. **Prerequisites: NT2640T IP Networking or equivalent, NT2670T Email and Web Services or equivalent**

IS3220T Information Technology Infrastructure Security**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course examines security challenges encountered on backbone networks in an information and communications infrastructure. Topics include methods of tightening infrastructure security, a variety of tools for monitoring and managing infrastructure security and commonly-used technologies, such as firewalls and VPNs. **Prerequisite: IS3120T Network Communications Infrastructure or equivalent**

IS3230T Access Security**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course explores the concept of controlling access to information systems and applications. Topics include access, authentication and accounting for end-users and system administrators, and security controls for access control including tokens and public key infrastructures (PKIs). **Prerequisite: NT2580T Introduction to Information Security or equivalent**

IS3340T Windows Security**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course examines security implementations for a variety of Windows platforms and applications. Areas of study include analysis of the security architecture of Windows systems. Students will identify and examine security risks and apply tools and methods to address security issues in the Windows environment. **Prerequisite: NT2580T Introduction to Information Security or equivalent**

IS3350T Security Issues in Legal Context**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course provides an overview of legal processes involved in implementing and maintaining information systems security. Students will study security violations and breaches in relation to pertinent laws and regulations, and will use case studies to analyze legal impacts of information security issues. **Prerequisites: NT2580T Introduction to Information Security or equivalent, IS3110T Risk Management in Information Technology Security or equivalent**

IS3440T Linux Security**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course examines threats, vulnerabilities and other security issues in Linux operating systems and applications in the Linux environment. Students will practice using different methods, tools and techniques to secure Linux operating systems and applications. **Prerequisite: NT1430T Linux Networking or equivalent**

IS3445T Security for Web Applications and Social Networking**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

In this course, students will analyze security implications of information exchange on the Internet and via Web-based applications. Topics include methods and techniques to identify and countermeasure risks, threats and vulnerabilities for Web-based applications, and to mitigate risks associated with Web applications and social networking. **Prerequisite: NT2640T IP Networking or equivalent**

IS4550T Security Policies and Implementation**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course explores security policies that protect and maintain an organization's network and information systems assets. Topics include the effects of organizational culture, behavior and communications styles on generating, enforcing and maintaining security policies. **Prerequisite: IS3110T Risk Management in Information Technology Security or equivalent**

IS4560T Hacking and Countermeasures**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course explores hacking techniques and countermeasures. Topics include network systems penetration tools and techniques for identifying vulnerabilities and security holes in operating systems and software applications. Students will practice ethical hacking procedures to attempt unauthorized access to target systems and data, and incident handling procedures in the case of an information security compromise. **Prerequisite: NT2580T Introduction to Information Security or equivalent**

IS4670T Cybercrime Forensics**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course explores cybercrime, security threats and legal considerations facing cybersecurity professionals in dealing with the discovery, investigation and prosecution of cybercrimes. Students will study tools used by computer forensic professionals for investigating cybercrimes, and the use of these tools for the collection, examination and preservation of evidence for prosecution. **Prerequisites: IS3350T Security Issues in Legal Context or equivalent, IS4560T Hacking and Countermeasures or equivalent**

IS4680T Security Auditing for Compliance**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course examines principles, approaches and methodology used in auditing information systems security to ensure processes and procedures are in compliance with pertinent laws and regulatory provisions. **Prerequisite: IS3350T Security Issues in Legal Context or equivalent**

IS4690T Advanced Information Security Practices**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines the industry standards and practices related to information security as defined by the Certified Information Systems Security Professional (CISSP) certification. Instruction will include organizational and operational security, communications and infrastructure, basic cryptography, and compliance concerns. This course examines the concepts found in the CISSP certification exam. **Prerequisites or Corequisites: IS4670T Cybercrime Forensics or equivalent, IS4680T Security Auditing for Compliance or equivalent**

IS4799T Information Systems and Cybersecurity Capstone Project**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course serves as a comprehensive assessment of knowledge and skills in information systems and cybersecurity. Activities include research into selected security problems and planning, designing and implementing security solutions for a user organization. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study including IS4670T Cybercrime Forensics or equivalent**

LE1430T Fundamentals of Criminal Law**4.5 credits hours, 54 units of course time spent in classroom activities**

This course is an overview of criminal law, criminal procedures and crimes against person, property or public order. Students also explore the distinction between criminal law and civil law. **Prerequisites: EN1320T Composition I or equivalent, PL1110T Introduction to Paralegal or equivalent or CJ1110T Introduction to Criminal Justice or equivalent**

MG1350T Fundamentals of Supervision**4.5 credit hours, 54 units of course time spent in classroom activities**

This course is an overview of the role of supervision in business. Students examine the challenges of motivation, communication, health and safety issues, collective bargaining and ethical conduct in the workplace. **Prerequisite: BU1110T Introduction to Business or equivalent**

MG2650T Fundamentals of Management**4.5 credit hours, 54 units of course time spent in classroom activities**

This course explores the concept that supervision and management are related, but involve different styles. It reviews where management fits in the organization chart and how managers motivate employees for best organizational results. Concentration is on management's responsibility to bring value to shareholders through the execution of traditional management functions. **Prerequisite: MG1350T Fundamentals of Supervision or equivalent**

MG3250T Trends in Leadership**4.5 credit hours, 54 units of course time spent in classroom activities**

This course presents a variety of topics in leadership, including leadership theory, leadership framework, leadership styles, and trends and challenges in leadership. **Prerequisite: MG2650T Fundamentals of Management or equivalent**

MG4550T Management of Business Teams**4.5 credit hours, 54 units of course time spent in classroom activities**

This course examines methods used to manage business teams in which all participants may not be at the same location. Emphasis is on managing both internal and external teams, empowering team members, cooperation and competition, and problem solving techniques. **Prerequisite: MG3250T Trends in Leadership or equivalent**

MG4650T Team Leadership**4.5 credit hours, 54 units of course time spent in classroom activities**

In this course, through case studies, scenarios and simulations, students will study leadership perspectives as applicable to the role of team manager. Topics include methods to motivate team performance, managing a project team and evaluating team success. **Prerequisite: MG3250T Trends in Leadership or equivalent or PM4530T Management of Global Projects or equivalent**

NT1110T Computer Structure and Logic**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

The organization of a computer is examined in a typical operating systems environment. Terminology and underlying principles related to major computer functions are discussed in the context of hardware and software environments

NT1210T Introduction to Networking**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course serves as a foundation for the study of computer networking technologies. Concepts in data communications, such as signaling, coding and decoding, multiplexing, circuit switching and packet switching, OSI and TCP/IP models, LAN/WAN protocols, network devices and their functions, topologies and capabilities are discussed. Industry standards and the development of networking technologies are surveyed in conjunction with a basic awareness of software and hardware components used in typical networking and internetworking environments. **Prerequisite: NT1110T Computer Structure and Logic or equivalent**

NT1230T Client-Server Networking I**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course introduces operating principles for the client-server based networking systems. Students will examine processes and procedures involving the installation, configuration, maintenance, troubleshooting and routine administrative tasks of popular desktop operating system(s) for standalone and network client computers, and related aspects of typical network server functions. **Prerequisite or Corequisite: NT1210T Introduction to Networking or equivalent**

NT1310T Physical Networking**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines industry standards and practices involving the physical components of networking technologies (such as wiring standards and practices, various media and interconnection components), networking devices and their specifications and functions. Students will practice designing physical network solutions based on appropriate capacity planning and implementing various installation, testing and troubleshooting techniques for a computer network. **Prerequisite: NT1210T Introduction to Networking or equivalent**

NT1330T Client-Server Networking II**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

The typical network server operating system and its functions are the focus of this course. Areas of study include installation, configuration, maintenance and routine administrative tasks of the network services provided by the server in relation to its clients and other servers. **Prerequisite: NT1230T Client-Server Networking I or equivalent**

NT1410T Operating Systems**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course provides an overview of common operating systems. Topics include architecture, functions, and features of various operating systems. **Prerequisite: NT1110T Computer Structure and Logic or equivalent**

NT1430T Linux Networking**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course covers system and network administrative tasks associated to Linux-based components on a network. Routine tasks in installation, configuration, maintenance, and troubleshooting of Linux workstations and servers will be discussed with emphasis on the network services provided by open source solutions. **Prerequisite: NT1210T Introduction to Networking or equivalent**

NT2580T Introduction to Information Security**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course provides an overview of security challenges and strategies of counter measures in the information systems environment. Topics include definitions of terms, concepts, elements and goals incorporating industry standards and practices with a focus on availability, vulnerability, integrity and confidentiality aspects of information systems. **Prerequisites: NT1330T Client-Server Networking II or equivalent, NT1430T Linux Networking or equivalent**

NT2640T IP Networking**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course explores network design and implementation by applying the TCP/IP protocols to provide connectivity and associated services. Planning and deployment of network addressing structures, as well as router and switch configurations, are also examined. **Prerequisite: NT1210T Introduction to Networking or equivalent**

NT2670T Email and Web Services**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course explores common network-based services such as Web services, email and FTP in a given server operating systems environment. Related security issues will also be studied. **Prerequisites: NT1330T Client-Server Networking II or equivalent, NT1430T Linux Networking or equivalent**

NT2710T Advanced Computer Maintenance, Troubleshooting, and Repair**3.0 credit hours, 24 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course is an intensive study of PC hardware and software including physical devices, BIOS, operating systems, and applications. Instruction will include installation, configuration, troubleshooting, and repairing software and hardware implementations. This course examines the concepts found in the CompTIA A+ certification exam. **Prerequisite: NT1110T Computer Structure and Logic or equivalent**

NT2730T Advanced Server Operating Systems**3.0 credit hours, 24 units of course time spent in classroom activities, 24 units of course time spent in laboratory activities**

This course is an intensive study of the server operating system including installation, configuration, management, core infrastructure services, policies and permissions, and virtualization. This course examines the concepts found in the Microsoft Certified Professional Installing and Configuring Windows Server 2012 certification exam. **Prerequisite: NT2670T Email and Web Services or equivalent**

NT2731T Advanced Server and Storage Infrastructure**3.0 credit hours, 24 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course is an intensive study of common solutions for servers and storage devices in business environments. Instruction will include topics for the HP ATA – Servers and Storage certification. This course examines the concepts found in the HP Accredited Technical Associate (ATA) certification exam. **Prerequisite: NT2670T Email and Web Services or equivalent**

NT2732T AIX Operating System Administration**3.0 credit hours, 24 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course is an intensive study of the AIX enterprise server operating system including installation, configuration, backup and recovery, and user administration. This course examines the concepts found in the IBM Certified Associate System Administrator - AIX 7 certification exam. **Prerequisite: NT2670T Email and Web Services or equivalent**

NT2735T Advanced Linux Server Operating Systems**3.0 credit hours, 24 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course is an intensive study of the Linux enterprise server operating system including installation, configuration, backup and recovery, management, core infrastructure services, and user administration. This course also examines the concepts found in the Red Hat Certified System Administrator (RHCSA) certification exam. **Prerequisite: NT2670T Email and Web Services or equivalent**

NT2740T Advanced Networking Devices**3.0 credit hours, 24 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course is an intensive study of routers, switches, and other computer and telecommunication network devices. Instruction will include network and routing protocols, local and wide area networks, and VLANs as well as device configuration, management, and troubleshooting. This course examines the concepts found in the Cisco Certified Entry Networking Technician (CCENT) certification exam. **Prerequisite: NT2640T IP Networking or equivalent**

NT2799T Network Systems Administration Capstone Project**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This course provides an opportunity for students to work on a comprehensive project that includes the design, planning and implementation of a network solution for solving specific business problems. Common project management processes are applied to identify deliverables and outcomes of the project. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of NT2640T IP Networking or equivalent**

PM3110T Introduction to Project Management**4.5 credit hours, 54 units of course time spent in classroom activities**

This course explores the discipline of project management. Topics include characteristics and phases of a project, the project life cycle, project process groups, project knowledge areas and project standards. Students will compare project management to program management.

PM3140T Systems Analysis**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course explores information systems infrastructure at an enterprise level. Topics include identifying business requirements for information systems solutions, evaluating effectiveness of IT processes, design, analysis and implementation issues in information systems, and infrastructure capacity and capability. **Prerequisite: PT1420T Introduction to Programming or equivalent**

PM3150T Construction Techniques**4.5 credit hours, 54 units of course time spent in classroom activities**

This course examines building techniques and construction materials. Topics include basic materials and installation methods for construction, site-work, concrete, masonry, metals, curtain-walls and finishes.

PM3220T Project Communication and Documentation**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course explores a variety of project documents, project communications and the management of multiple projects within the same time period. Students will prepare and analyze primary project documents, such as project management plans, requirements documents and baselines, and will study different forms of project communications. **Prerequisite: PM3110T Introduction to Project Management or equivalent**

PM3225T Project Management Tools and Techniques**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course introduces tools and techniques used in project management. Topics include defining project scope, identifying and tracking project risks, and evaluating, controlling and closing a project. Project management software is used to develop an integrated project plan and create a project work breakdown structure and schedule. **Prerequisite: PM3110T Introduction to Project Management or equivalent**

PM3320T Project Cost and Budget Management**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines the importance of cost management in executing a project plan and incorporates the elements of mid-course changes and cash flow management. Topics include cost estimation, creating a realistic baseline, evaluating project performance and presenting project benefits to the customer. **Prerequisite: PM3110T Introduction to Project Management or equivalent**

PM3325T Project Quality Management**4.5 credit hours, 54 units of course time spent in classroom activities**

This course provides an applied review of quality principles related to projects. Topics include problem solving tools, such as flow charts, checklists, cause and effect diagrams, and audit techniques to assess compliance with company-documented processes.

Prerequisites: MA3110T Statistics or equivalent, PM3225T Project Management Tools and Techniques or equivalent**PM3420T Procurement and Contract Management****4.5 credit hours, 54 units of course time spent in classroom activities**

This course examines the preparation and analysis of a project procurement plan, following guidelines described in the PMBOK® Guide. Topics include logistics, ethics, closure and administration of the procurement process, including required documentation.

Prerequisite: PM3225T Project Management Tools and Techniques or equivalent**PM3440T Project Management for Information Technology****4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines the characteristics of IT-specific projects. Students will study a variety of approaches to managing IT projects.

Prerequisite: PM3140T Systems Analysis or equivalent**PM3450T Building Codes****4.5 credit hours, 54 units of course time spent in classroom activities**

This course explores structural, mechanical, electrical and plumbing building codes. Topics include references to organizations responsible for developing building codes and zoning ordinances, and the role of inspections in ensuring compliance with building codes. **Prerequisite: PM3150T Construction Techniques or equivalent**

PM4530T Management of Global Projects**4.5 credit hours, 54 units of course time spent in classroom activities**

This course explores the management of multi-cultural, multi-national projects. Topics include leading virtual meetings and building trust and cooperation among teams that have different work standards. **Prerequisite: PM3225T Project Management Tools and Techniques or equivalent**

PM4540T Managing Software Development Projects**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course explores basic principles of software development project management. Students will study a variety of software development methods and models. Focus is on application of the software development lifecycle (SDLC) to project planning and management. **Prerequisite: PM3440T Project Management for Information Technology or equivalent**

PM4550T Construction Cost Estimating**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

In this course, students study the estimation of direct and indirect construction project costs, such as labor, material and equipment. Topics include overhead and profit, bidding and computer-based estimating. **Prerequisite: PM3150T Construction Techniques or equivalent**

PM4620T Project Risk Management**4.5 credit hours, 54 units of course time spent in classroom activities**

This course examines the process of assessing and managing risk in a project. Topics include developing a project risk management plan, identifying and documenting risk in a project, performing qualitative and quantitative risk analyses, planning risk responses and applying PMBOK® and PMI® standards to a project. **Prerequisites: MA3110T Statistics or equivalent, PM3225T Project Management Tools and Techniques or equivalent**

PM4650T Construction Project Scheduling**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course examines the planning and scheduling of construction projects. Topics include time schedules for materials, labor and equipment, and the use of communication tools in construction project planning. **Prerequisite: PM3150T Construction Techniques or equivalent**

PM4790T Advanced Project Management**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

Using the Guide to the Project Management Book of Knowledge (PMBOK Guide) Fifth Edition, this course is an advanced review of each knowledge area and process group. Students will be required to demonstrate their understanding of the fundamental knowledge, terminology and processes of effective project management. This course examines the concepts found in the PMP (Project Management Professional) and CAPM (Certified Associate in Project Management) certification exams. **Prerequisites: PM3110T Introduction to Project Management or equivalent, PM3220T Project Communication and Documentation or equivalent, PM3225T Project Management Tools and Techniques or equivalent**

PM4795T Project Management and Administration – Information Technology Option Capstone Project**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This is a project course, designed to combine elements of courses in the program, in which students develop and present a formal, detailed and comprehensive project management plan. A formal written document and presentation are required. **Prerequisites:** Completion of a minimum of 171 credits earned in the program of study including PM4540T Managing Software Development Projects or equivalent

PM4797T Project Management and Administration – Construction Capstone Project**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This is a project course, designed to combine elements of courses in the program, in which students develop and present a formal, detailed and comprehensive project management plan. A formal written document and presentation are required. **Prerequisites:** Completion of a minimum of 171 credits earned in the program of study

PM4799T Project Management and Administration Capstone Project**4.5 credit hours, 36 units of course time spent in classroom activities, 36 units of course time spent in laboratory activities**

This is a project course, designed to combine elements of courses in the program, in which students develop and present a formal, detailed and comprehensive project management plan. A formal written document and presentation are required. **Prerequisites:** Completion of a minimum of 171 credits earned in the program of study

PT1420T Introduction to Programming**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course serves as a foundation for understanding the logical function and process of computer programming. Basic computer programming knowledge and skills in logic and syntax will be covered. Coding convention and procedures will be discussed relevant to the given programming language environment. **Prerequisite:** NT1110T Computer Structure and Logic or equivalent

PT2520T Database Concepts**4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities**

This course introduces the basic concepts in databases and their applications. Topics include database history, structure, objects, relational database management systems (RDBMS) and introductory Structured Query Language (SQL). **Prerequisite:** PT1420T Introduction to Programming or equivalent

SD1230T Introduction to Application Design and Development**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course provides an overview of the desktop and mobile application industry, technologies and development environment. Topics include platforms and tools, market trends, and the impact on the economy and society. **Prerequisite:** NT1110T Computer Structure and Logic or equivalent

SD1240T Creating Websites Using HTML and CSS**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course examines functions of Websites for mobile and desktop devices, and entry-level skills used to create such sites using HTML and CSS (Cascading Style Sheets) technologies. **Prerequisite:** NT1110T Computer Structure and Logic or equivalent

SD1340T Creating Websites Using HTML5, CSS3 and JavaScript**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course introduces techniques used in building interactive Websites for mobile and desktop devices, using technologies such as HTML5, CSS3 and JavaScript. **Prerequisite:** SD1240T Creating Websites Using HTML and CSS or equivalent

SD1420T Introduction to Java Programming**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course introduces fundamentals of programming using Java and associated development tools and environments. **Prerequisite:** PT1420T Introduction to Programming or equivalent

SD2520T Introduction to Database and XML with jQuery**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course introduces fundamental concepts of database technology and applications. Topics include object-oriented relational databases, database management systems, and using SQL, XML and jQuery to build databases that interact with applications. **Prerequisite:** PT1420T Introduction to Programming or equivalent

SD2550T Application Development Using Java I**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course introduces basic techniques used to develop applications using Java. **Prerequisites:** NT1410T Operating Systems or equivalent, SD1420T Introduction to Java Programming or equivalent

SD2650T Application Development Using Java II**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course examines intermediate-level development techniques for applications running in the Android operating system environment. Focus is on applications interacting with Websites for mobile devices. **Prerequisites:** SD2520T Introduction to Database and XML with jQuery or equivalent, SD2550T Application Development Using Java I or equivalent

SD2670T Social Networking Applications and Technology**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course examines a variety of social networking platforms, media, methods, tools and applications running on desktop and mobile devices. Topics include analysis of technical features and capabilities of social networking applications and the impact on consumer behavior and the global economy. **Prerequisite: SD2520T Introduction to Database and XML with jQuery or equivalent**

SD2720T Advanced Software Development Using Java**3.0 credit hours, 24 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course is an intensive study that includes the industry standards and practices related to software development using the Java programming language as described by the Oracle Certified Associate Java SE 8. Instruction will include object-oriented programming as well as design and implementation of functional software solutions. This course examines the concepts found in the Oracle Certified Associate Java SE 8 certification exam. **Prerequisite: SD2550T Application Development Using Java I or equivalent**

SD2799T Software Development Capstone Project**4.5 credit hours, 36 units of course time spent in the classroom activities, 36 units of course time spent in laboratory activities**

This course provides the opportunity for students to use knowledge and skills acquired in the program of study to research, design, develop and promote a desktop or mobile application. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of SD2550T Application Development Using Java I or equivalent**

SD3120T Programming in Open Source with LAMP**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course introduces skills to develop software applications in the open source environment using Linux, Apache, MySQL and PHP (LAMP) technologies. **Prerequisite: SD1340T Creating Websites Using HTML5, CSS3 and JavaScript or equivalent**

SD3140T Introduction to Web Interface Design**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course examines principles and techniques used to design functional and user-friendly Web interfaces for a variety of mobile and desktop applications. **Prerequisite: SD1340T Creating Websites Using HTML5, CSS3 and JavaScript or equivalent**

SD3240T Creating Websites in the LAMP Environment**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course examines strategies and skills used to develop interactive Websites and applications in the open source environment using Linux, Apache, MySQL and PHP (LAMP) technologies. **Prerequisites: SD2520T Introduction to Database and XML with jQuery, SD3120T Programming in Open Source with LAMP or equivalent, SD3140T Introduction to Web Interface Design or equivalent**

SD3320T Programming in Visual Basic**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course introduces techniques for using Visual Basic in the Microsoft Visual Studio environment. **Prerequisites: SD1420T Introduction to Java Programming or equivalent, SD2520T Introduction to Database and XML with jQuery or equivalent**

SD3410T Software Testing**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course examines practical ways to test software in development environments. Methods and tools involved in test planning, execution, and reporting throughout the software development life cycle will be introduced. Validation and resolution methods and tools will also be explored. **Prerequisites: SD1230T Introduction to Application Design and Development or equivalent, SD3320T Programming in Visual Basic or equivalent**

SD3440T Creating Websites Using ASP.NET**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course examines strategies and techniques to develop interactive Websites in the Microsoft ASP.NET environment. **Prerequisites: SD3140T Introduction to Web Interface Design or equivalent, SD3320T Programming in Visual Basic or equivalent**

SD4550T Application Development Using Visual Studio I**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course introduces techniques to develop Windows based applications for desktop and mobile devices in the Microsoft Visual Studio environment. **Prerequisite: SD3320T Programming in Visual Basic or equivalent**

SD4555T Development for Web Analytics Applications**4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities**

This course examines technologies and techniques used in applications, such as social networking and media, email and blogs, cloud-based productivity, Web-based advertising, search engines and services. Topics include how to apply applications that effectively interact with applications to perform data analysis and support organizational and business needs. **Prerequisites: SD2670T Social Networking Applications and Technology or equivalent, SD3440T Creating Websites Using ASP.NET or equivalent**

SD4650T Application Development Using Visual Studio II

4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities

This course examines techniques to develop interactive Windows based applications in the Microsoft Visual Studio environment.

Prerequisite: SD4550T Application Development Using Visual Studio I or equivalent

SD4660T Security in Application Development

4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities

This course provides an overview of strategies and techniques used for information and system security in developing software

applications for desktop and mobile devices. **Prerequisites: SD4555T Development for Web Analytics Applications or equivalent**

SD4680T Cloud Computing with Google App Engine and Microsoft Windows Azure

4.5 credit hours, 41 units of course time spent in the classroom activities, 26 units of course time spent in laboratory activities

This course examines strategies and techniques applicable to the development environment for cloud-based applications.

Prerequisite: SD4555T Development for Web Analytics Applications or equivalent

SD4799T Software Development Capstone Project

4.5 credit hours, 36 units of course time spent in the classroom activities, 36 units of course time spent in laboratory activities

This course provides the opportunity for students to use the knowledge and skills taught in the program of study to research, design, develop and promote a functional software application that can help solve specific problems for end users. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study**

General Studies Courses**GS1140T Problem Solving Theory**

4.5 credit hours, 54 units of course time spent in classroom activities

This course introduces students to fundamental principles, strategies and methods of problem solving theory.

GS1145T Strategies for the Technical Professional

4.5 credit hours, 41 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities

This course reviews characteristics and trends of the global information society, including basic information processing, Internet research, other skills used by technical professionals and techniques that can be used for independent technical learning.

GS2745T Advanced Strategies for the Technical Professional

3.0 credit hours, 24 units of course time spent in classroom activities, 26 units of course time spent in laboratory activities

This course focuses on skills, characteristics and attitudes that contribute to professional life. Topics include personal integrity, business communication skills, teamwork and conflict resolution, financial literacy, professional work habits, networking and social media, and lifelong learning. **Prerequisites: Completion of a minimum of 65 credits earned in the program of study including GS1145T Strategies for the Technical Professional or equivalent**

COURSE NUMBERING SYSTEM

The prefix of a course designated in the program outline for each program of study stands for the type of course. Courses may be designated with a three digit or four digit numerical code. The first digit indicates the course level. Courses designated with a first digit of one or two are lower division courses. Courses designated with a first digit of three or four are upper division courses. Some courses designated with a first digit of three may be required during the latter quarters of an associate degree program. Refer to the Program Outline for a listing of any required associate degree courses designated with a first digit of three.

CREDIT HOUR

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

A quarter credit hour represents; (a) at least 12 units of course time spent in classroom activities and at least 24 50-60 minute hours of outside preparation; or (b) at least 24 units of course time spent in laboratory activities.

UNIT OF COURSE TIME

A unit of course time means 50-60 minutes.

PROGRAMS AND COURSES OFFERED

The school offers only those specific programs of study and courses within those specific programs of study that are expressly discussed in the Curricula section of this catalog. Other ITT Technical Institutes offer only those specific programs of study and courses within those specific programs of study that are specified in their respective current catalogs. The school does not make any representation or promise whatsoever regarding any program of study or course within any program of study that the school or any other ITT Technical Institute may offer in the future.

All of the courses in every program of study are not offered every academic quarter. New classes in every program of study do not begin every academic quarter. Course offerings and new classes in programs of study are dependent on a variety of factors, including student interest and faculty availability, among others. The school will, in its discretion, determine which courses will be offered each academic quarter and which programs of study will begin new classes each academic quarter. The school does not make any representation or promise whatsoever that any course will be offered by the school in any academic quarter or that a new class in any program of study will begin in any academic quarter. As a result, a student may not be able to take all of the courses that he or she desires to take in any academic quarter or begin a program of study in any academic quarter, which may affect the amount of time it takes the student to graduate from a particular program of study.

Textbook information for each of the offered courses is available on the ITT Technical Institute website at www.itt-tech.edu/textbooks/.

HOMEWORK

Each course included in a program of study will entail varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course.

MAXIMUM COURSE LOAD

A student cannot register to take program courses in any quarter that, in total, represent more than 24 credit hours. Any student who wishes to register to take program courses in any quarter that represent more than 19 credit hours must first consult with and obtain the permission of the Dean prior to the beginning of that quarter.

ADMINISTRATIVE INFORMATION

ADMISSION

Admission Requirements and Procedures

A student may be admitted into a program of study offered by the school upon satisfying all of the following requirements:

- (a) The student is at least 16 years of age.
- (b) The student has:
 - (1) a high school diploma; or
 - (2) a recognized equivalent of a high school diploma (e.g., typically a general education development (GED) certificate or a document from a state authority (to the satisfaction of the school) recognizing that the student has successfully completed secondary school through home schooling (as defined by state law)).

The student must provide the school with the following before the end of the student's first quarter of attendance at the school, or the student will be terminated from his or her program of study:

 - (i) a copy of the student's high school diploma;
 - (ii) a copy of the student's recognized equivalent of a high school diploma;
 - (iii) the student's official high school transcript;
 - (iv) the student's GED scores at or above the passing level set by the state agency awarding the GED; or
 - (v) a document from a state authority (to the satisfaction of the school) recognizing that the student successfully completed secondary school through home schooling (as defined by state law).
- (c) If a U.S. Service member eligible for U.S. Department of Defense Tuition Assistance ("TA") funding, the student must:
 - (1) have scored, within the immediately preceding eighteen months, a minimum of 13 on the Wonderlic Scholastic Level Exam; or
 - (2) have scored, within the immediately preceding five years, a minimum of:
 - (i) 17 on the ACT; or
 - (ii) 400 each on both the critical reading (formerly verbal) and math portions of the SAT; or
 - (3) have earned 36 quarter credit hours or 24 semester or trimester credit hours with an overall cumulative grade point average of 2.0 on a 4.0 grading scale from a postsecondary educational institution located either (A) in the U.S. that is accredited by an accrediting agency recognized by the U.S. Department of Education or (B) outside the U.S. that is accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.
- (d) If a U.S. Service member eligible for U.S. Department of Defense Tuition Assistance ("TA") funding, the student provides the school with an official transcript from each educational institution awarding the degree or any course credits that the student desires to transfer to satisfy the requirements in (c) (3) above.
- (e) The student passes (as determined by the school in its discretion) an individual interview, which may include assessment of English proficiency for an English as a Second Language ("ESL") student, with the Registrar, if the Registrar requests an interview with the student.

Upon the student's satisfaction of all of the above requirements with respect to his or her selected program of study, the school will promptly notify the student that he or she is admitted into that program of study at the school.

Late Admission

A new student must be admitted into a program of study and attend the first class session of at least one of the program course(s) that he or she is registered to take during the first quarter of the student's enrollment in that program of study, or the student's registration in that program of study will be canceled by the school. If a student's enrollment in a program of study is canceled by the school, the student may seek readmission to the program of study at the next available date that the program of study is offered by the school.

Credit for Previous Education or Experience

A student may request credit for courses in the student's program of study at the school based on the student's previous postsecondary education or experience, by submitting a written request to the Registrar.

- (1) **Previous Postsecondary Education** - Following the Registrar's receipt of the student's written request, the school may grant the student credit for course(s) in the student's program of study based on the student's previous postsecondary education at a different institution, if the student satisfies all of the following requirements:
- The student provides the school with an official transcript from each educational institution awarding any credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school. If the educational institution is located (I) in the U.S., it must be accredited by an accrediting agency recognized by the U.S. Department of Education, or (II) outside the U.S., it must be accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.
 - The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific core, technical basic and general studies course requirements of the student's program of study at the school is determined, in the school's discretion, to be equivalent to the subject matter of such core, technical basic and general studies course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific general education course requirements of the student's program of study at the school is determined, in the school's discretion, to be substantially similar to the subject matter of such general education course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy any elective course requirements of the student's program of study at the school is determined, in the school's discretion, to represent a level of rigor that is equal to or greater than the rigor of the school's lower division courses.
 - The number of credits that the student desires to transfer to the school to satisfy the requirements of a specific course in the student's program of study at the school must equate, as determined by the school, to at least the same number of quarter credit hours of that course as specified in the Program Outline for the student's program of study at the school.
 - The student completed each course represented by credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school with at least: (i) a grade of "C" (i.e., 2.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute; or (ii) a passing grade, if the credits were earned at an ITT Technical Institute.

Other institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website at www.itt-tech.edu/articulation/. Many of the same and other limitations and conditions specified above with respect to credit granted by the school for a student's previous postsecondary education at a different institution will apply to credit granted by a different institution for a student's postsecondary education at the school. As a result, any student considering continuing his or her education at, or transferring to, any institution other than an ITT Technical Institute must not assume that any credits earned in any course taken at the school will be accepted by the receiving institution. The student must contact the registrar of the receiving institution to determine what credits earned at the school, if any, that institution will accept.

- (2) **Previous Experience** - Upon the Registrar's receipt of the student's written request, a \$500 processing charge will be due and payable by the student to the school, unless the student's previous experience is based solely on military experience (e.g., a SMART transcript). Following the Registrar's receipt of the student's written request, the school: (a) will add the \$500 processing charge, as applicable, to the amount that is due and payable by the student to the school; and (b) may grant the student credit for course(s) in the student's program of study based on the student's previous experience, if the student demonstrates, to the school's satisfaction, that he or she has sufficiently grasped the knowledge and skills offered by the specific course(s) contained in the student's program of study at the school that the student desires credit for previous experience. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score thereon as required by the school. Notwithstanding the foregoing, a student may not receive credit based on the student's previous experience with respect to any course(s) in the student's program of study at the school that the student previously attempted at the school or at any other ITT Technical Institute.

Any student eligible to receive veterans educational benefits while attending any course(s) in an eligible program of study at the school will be denied veterans educational benefits for any such course(s) that the student previously successfully completed (as determined in the school's discretion in accordance with U.S. Department of Veterans Affairs regulations) elsewhere. As a result, each student eligible and desiring to receive veterans educational benefits while attending an eligible program of study at the school must provide the school with an official transcript for all previous postsecondary education and the student's military discharge document DD214, prior to the first scheduled class in the first course that the student is registered to take in the student's eligible program of study at the school. The school will determine, in its discretion, whether: (a) the subject matter of any course previously taken by the student is substantially the same as the subject matter of any course contained in the student's eligible program of study at the school; and (b) the number of credits of any course previously taken by the student equate to at least the same number of quarter credit hours of any course having substantially the same subject matter that is contained in the student's eligible program of study at the school. If the school determines that (I) the subject matter of any prior course taken by the student is substantially the same as the subject matter of a course in the student's eligible program of study at the school and (II) the number of credits of that prior course equates to at least the same number of quarter credit hours as the course in the student's eligible program of study that has substantially the same subject matter, the school will grant the student credit for such prior course.

The total number of credits for courses in the student's program of study which may be granted to the student by the school based on the student's previous postsecondary education at an institution other than the school (which includes the main campus or any additional location of the school) and/or previous experience as provided above cannot exceed 75% of the quarter credit hours required to graduate from the program. See the Graduation Requirements section of this catalog for further information. If the school grants the

student credit for any course in the student's program of study based on the student's previous postsecondary education or experience as provided above: (a) the student will receive a grade of "TR" for that course, if credit was granted based on the student's previous postsecondary education at a different institution; and (b) the student will receive a grade of "CR" for that course, if credit was granted based on the student's previous experience.

CLASS SCHEDULE

(a) Prior to the student's attendance in any program course in a quarter, the school will notify the student in writing of:

- the program course(s) that the student has been registered by the school to take in that quarter; and
- the meeting days of the class periods in each such program course and the times and instruction site of those class periods ("Class Schedule").

The school will notify the student of the location, times and dates associated with the practicum or clinical component of any program course(s) that the student is registered to take in a quarter prior to the start of that component, and this information will not be contained on his or her Class Schedule.

(b) The student may modify his or her Class Schedule for any quarter at any time prior to his or her first recorded attendance in any program course in that quarter, by notifying the school in writing. The student's written notification must specify any program course(s) that the student wants deleted from and/or added to his or her Class Schedule. Upon receipt of the student's written notification, the school will:

- cancel the student's registration for, and delete from his or her Class Schedule, any program course(s) specified in the notice;
- register the student for, and add to his or her Class Schedule, any program course(s) specified in the notice, but only if the school determines that the program course(s) are being taught in that quarter, the student has satisfied any prerequisites and the class size of the program course(s) can accommodate the student; and
- notify the student in writing of his or her modified Class Schedule.

If the student does not modify his or her Class Schedule for any quarter by notifying the school in writing prior to the student's first recorded attendance in any program course in that quarter, the student will have accepted and agreed to his or her Class Schedule and will remain registered for the program course(s) specified in his or her Class Schedule. The student cannot modify the location, times or dates associated with the practicum or clinical component of any program course(s).

(c) At any time prior to the start of any program course that the student is registered to take in any quarter, the school may:

- change the start date of that quarter;
- assign the student a new Class Schedule for that quarter; and/or
- cancel the program.

(1) If the school changes the start date of a quarter and/or assigns the student a new Class Schedule for a quarter, the student may modify his or her Class Schedule by notifying the school in writing prior to the student's first recorded attendance in any program course in that quarter. The student's written notification must specify any program course(s) that the student wants deleted from and/or added to his or her Class Schedule. Upon receipt of the student's written notification, the school will:

- cancel the student's registration for, and delete from his or her Class Schedule, any program course(s) specified in the notice;
- register the student for, and add to his or her Class Schedule, any program course(s) specified in the notice, but only if the school determines that the program course(s) are being taught in that quarter, the student has satisfied any prerequisites and the class size of the program course(s) can accommodate the student; and
- notify the student in writing of his or her modified Class Schedule.

If the student does not modify his or her Class Schedule for any quarter by notifying the school in writing prior to his or her first recorded attendance in any program course in that quarter, the student will have accepted and agreed to the changed start date of that quarter and/or the student's new Class Schedule.

(2) If the school cancels the program, the student's enrollment in the program will have been canceled by the school.

(d) At any time following the start of any program course that the student is registered to take in any quarter, the school may:

- merge the student's class taking that program course into one or more other classes taking the same program course;
- divide the student's class taking that program course into more than one class taking the same program course;
- change the times and/or meeting days of the student's class periods in a program course;
- change the instruction site of the student's class periods in a program course; and/or
- cancel that program course.

- (1) If the school merges the student's class taking a program course into one or more other classes taking the same program course and/or divides the student's class taking a program course into more than one class taking the same program course, the student's Enrollment Agreement with the school will remain in full force and effect, any affected terms and provisions of that Enrollment Agreement will be automatically revised to reflect such changes and the student will not be relieved of any of his or her obligations under that Enrollment Agreement, except as may be otherwise expressly required by applicable state law.
- (2) If the school changes the times and/or meeting days of the student's class periods in a program course, the student may cancel his or her registration for that program course by delivering written notice of such cancellation to the school within 10 days of the school's notice of such change. Upon receipt of the student's written notification, the school will:
- cancel the student's registration for, and delete from his or her Class Schedule, that program course; and
 - notify the student in writing of his or her modified Class Schedule.

If the student does not notify the school in writing that he or she is canceling his or her registration for that program course within 10 days of the school's notification of such change, the student will have accepted and agreed to the changed times and/or meeting days of his or her class periods in that program course.

- (3) If, following the start of a program course, the school changes the instruction site of the student's class periods in that program course from the instruction site specified on the student's Class Schedule, the school will:
- provide the student with 30 days prior written notice of that change (or such lesser amount as is reasonably practicable in the event of an act of God, fire or any circumstance not within the school's control); and
 - request that the student acknowledge that change by executing a written amendment to his or her Enrollment Agreement with the school that specifies the student's new instruction site for the remainder of that program course.

Any failure by the student to execute a written amendment to that Enrollment Agreement specifying his or her new instruction site for that program course will constitute the student's intent to withdraw from that program course.

- (4) If the school cancels any program course that the student is registered to take in any quarter, the school will:
- cancel the student's registration for, and delete from his or her Class Schedule, that program course; and
 - notify the student in writing of his or her modified Class Schedule.
- (e) The student understands and acknowledges that his or her Class Schedule with respect to the times, meeting days and/or instruction site of the class periods in the program course(s) that the student is registered to take are likely to change from one quarter to the next.
- (f) Any class period in a program course, or any portion of a practicum or clinical component of a program course, that is canceled by the school in any quarter due to a holiday or any other reason will be rescheduled by the school for a different day and time in the same quarter. A canceled class period in such a program course may be rescheduled by the school for a day and/or time that differ from the student's regular Class Schedule. A canceled portion of a practicum or clinical component of such a program course may be rescheduled by the school for a day and/or time that differ from the day and/or time that were previously scheduled.
- (g) A student break of up to ten minutes is generally provided for every hour of class attended by the student, regardless of the student's program of study.
- (h) The school's office hours are typically 8:00 a.m. to 5:00 p.m. Monday through Friday, and its hours of operation are typically 8:00 a.m. to 11:00 p.m. Monday through Friday and 7:30 a.m. to 2:00 p.m. on Saturday.

STUDENT CALENDAR

	2015	2016*	2017*
New Year's Day**	January 1	January 1	January 1
Classes Resume After Winter Break	January 5	January 4	January 2
Presidents' Day**	February 16	February 15	February 20
Winter Quarter Ends	March 15	March 13	March 12
Spring Quarter Begins	March 16	March 14	March 13
Memorial Day**	May 25	May 30	May 29
Spring Quarter Ends	June 7	June 5	June 4
Summer Break**	June 8 - 14	June 6 - 12	June 5 - 11
Summer Quarter Begins	June 15	June 13	June 12
Independence Day**	July 3 - 4	July 4	July 4
Summer Quarter Ends	September 6	September 4	September 3
Labor Day**	September 7	September 5	September 4
Fall Break**	September 7 - 13	September 5 - 11	September 4 - 10
Fall Quarter Begins	September 14	September 12	September 11
Thanksgiving**	November 26 - 27	November 24 - 25	November 23 - 24
Fall Quarter Ends	December 6	December 4	December 3
Winter Quarter Begins	December 7	December 5	December 4
Winter Break**	December 21, 2015 - January 3, 2016	December 19, 2016 - January 1, 2017	December 25, 2017 - January 7, 2018

*Tentative Dates

**No classes

The school may at any time change or modify the Student Calendar to the extent the school determines necessary, in its discretion, by reason of any: (a) act of God, including, without limitation, any natural disaster or inclement weather; (b) fire; (c) riot; (d) local, state or national emergency; (e) business necessity; (f) war; (g) act of terrorism; (h) civil insurrection; (i) strike or other labor difficulty; (j) rule, order, regulation and/or law of any governmental entity; and/or (k) school-sponsored activity. The school will promptly notify the student body as soon as practical following any determination by the school to change or modify the Student Calendar. If the school exercises any of its rights to change or modify the Student Calendar, the student's Enrollment Agreement with the school will remain in full force and effect, and the student will not be relieved of any of his or her obligations thereunder.

ADMINISTRATION POLICIES

Non-Discrimination and Diversity

The school is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, religion, color, age, sex, sexual orientation, national origin, disability, gender, genetic information, or any other protected status, in employment, educational programs and activities, and admissions. The school also encourages cultural and ethnic diversity in its faculty, staff, and student body.

In accordance with the requirements of Title IX of the Education Amendments of 1972 and their regulations, the school does not discriminate on the basis of sex in the educational programs and activities which it operates, including employment and admissions. The school Director is designated the school's Title IX Coordinator to coordinate Title IX compliance.

Academic Achievement

Grading

Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects and examinations. The following is a list of possible grades that a student may receive for a course, the points that each grade will contribute per course credit hour to the student's grade point average and a brief description of the grade:

Grade	Points	Description
A	4.0	Indicates a superior level of achievement.
B+	3.5	Indicates a good level of achievement.
B	3.0	Indicates a good level of achievement.
C+	2.5	Indicates an average level of achievement.
C	2.0	Indicates an average level of achievement.
D+	1.5	Indicates a marginal level of achievement.
D	1.0	Indicates a marginal level of achievement.
F	0.0	Indicates an unsatisfactory level of achievement. Any student earning a grade of "F" in a course specified in the program outline of his/her program of study must repeat and successfully complete that course prior to graduation.
I	N/A	Incomplete - Indicates that the student has not completed all work required for the course. All work required for the course must be successfully completed within six weeks following the end of the course or the otherwise earned letter grade is awarded (normally an "F"). Incompletes may only be awarded upon approval of the instructor and Dean.
CR	N/A	Credit - Indicates that the student demonstrated knowledge and skill in the course through previous experience. "CR" is not considered in computing the grade point average.
TR	N/A	Transferred Credit - Indicates the school accepted credit earned for previous postsecondary education at an institution other than an ITT Technical Institute. "TR" is not considered in computing the grade point average.
W	N/A	Withdrawal - Indicates that the student withdrew or was terminated from the course within the first 75% of that course. "W" is not considered in computing the grade point average. Withdrawals after the first 75% of the course has been completed will receive the otherwise earned letter grade (normally an "F").
W/M	N/A	Withdrawal/Military - Indicates that the student withdrew from the course as a result of being called to active duty in a military service of the United States or the Texas National Guard. "W/M" is not considered in computing the grade point average.
P	N/A	Passing - Indicates a passing grade in a course designated as a pass-fail course. "P" is not considered in computing the grade point average.
*	N/A	Indicates that the course was repeated.
(R)	N/A	Indicates that the course was attempted previously.

A grade earned by a student in a course taken at any other ITT Technical Institute will be accepted by the school and appear on the student's academic transcript.

Graduation Requirements

In order to graduate from his or her program of study at the school: (a) a student must attain an overall 2.0 cumulative grade point average for all of the courses included in the program; (b) a student must either successfully complete all of the course requirements for the program (as such courses may be revised or modified from time to time in the school's discretion) within the Maximum Time Frame for Completion as specified below or receive credit for such courses from the school based on the student's previous postsecondary education or experience; (c) at least 25% of the quarter credit hours required to graduate from the program must be earned at the main campus or any additional location of the school, except that students who transfer from other postsecondary schools shall complete at least 30 academic quarter credit hours in residency at the school that will grant the degree; and (d) a student's administrative record, academic record and account with the school must be up to date and current.

Credential

Upon successfully completing all of the requirements for graduation and satisfying all indebtedness to the school, the school will award the student the appropriate credential for the student's program of study as specified in the Curricula section of this catalog. The school only awards graduates of a specific program of study the credential specified for the student's program in the Curricula section of this catalog. Other ITT Technical Institutes only award their graduates of a specific program of study the credential specified for that program in that ITT Technical Institute's current catalog. The school does not make any representation or promise whatsoever regarding any future credential that may be awarded to any graduate of any program of study that the school or any other ITT Technical Institute may offer.

Honors

To accent the importance of academic performance and give recognition to students who achieve a better than average scholastic record, the school has the following academic achievement recognition levels:

- (a) Honors List - Any student who, during a quarter, takes program courses that represent at least eight credit hours and who achieves an overall grade point average of 3.50 to 3.79 for the program courses taken in that quarter will be placed on the Honors List.
- (b) Highest Honors List - Any student who, during a quarter, takes program courses that represent at least eight credit hours and who achieves an overall grade point average of at least 3.80 for the program courses taken in that quarter will be placed on the Highest Honors List.
- (c) Graduation with Honors - Any student who graduates from his or her program of study at the school with an overall cumulative grade point average of: (i) 3.50 to 3.79 for all of the courses taken in the program will be designated an Honors Graduate; and (ii) at least 3.80 for all of the courses taken in the program will be designated a Highest Honors Graduate.

Academic Transcript

An unofficial copy of each student's transcript is available from the Registrar upon request by the student. This service is subject to the Family Educational Rights and Privacy Act of 1974, as amended. The school reserves the right to withhold an official academic transcript if: (a) the student's financial obligation to the school is in arrears; or (b) the student is in arrears on any federal or state student loan obligation. The school also reserves the right to limit, in its discretion, the number of official academic transcripts provided without a processing fee.

Satisfactory Academic Progress

Each student must make satisfactory academic progress toward completing his or her program of study, regardless of the student's course load in any academic quarter or whether the student receives financial aid. To be making satisfactory academic progress, a student must satisfy the criteria set forth below in this Satisfactory Academic Progress section. Any student who is failing to make satisfactory academic progress in his or her program of study at any Evaluation Point specified below will be notified by the School of such failure and either be placed on academic and financial aid probation ("AFAP") or terminated from that program of study as provided below.

Evaluation Points

A student will not be making satisfactory academic progress, if at any Evaluation Point specified below:

- the student's overall cumulative grade point average ("OCGPA") in his or her program of study is less than the OCGPA required at that Evaluation Point; or
- the student has not successfully completed the percentage of the total cumulative credit hours he or she has attempted in his or her program of study ("Credit Completion Percentage") required at such Evaluation Point:

Evaluation Point*	Required OCGPA	Required Credit Completion Percentage	See Note
End of the student's first academic quarter	0.33	33%	(1)
End of the student's second academic quarter	1.0	33%	(1)
End of the student's first academic year (as defined below)	1.5	50%	(1)
End of the student's fourth academic quarter	1.67	50%	(1)
End of the student's fifth academic quarter	1.84	60%	(1)
End of the student's second academic year	2.0	66.67%	(1)
End of each of the student's seventh and any subsequent academic quarters	2.0	66.67%	(1)
End of any academic quarter of the student's financial aid probation	See Note (2) below	See Note (2) below	(3)
100% of the Maximum Time Frame for Completion ("MTFC") (as defined below)	2.0	66.67%	(3)

*If, at any point in time, more than one Evaluation Point is applicable to a student, the student's satisfactory academic progress determination will be based on the applicable Evaluation Point that requires the highest OCGPA and Credit Completion Percentage and the most restrictive note(s).

Notes:

- (1) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study, unless:
- the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
 - the Dean grants the student's appeal; and
 - the student satisfies all of the conditions specified below in the Academic and Financial Aid Probation section to be placed on AFAP.

If all of the conditions specified in the sentence immediately above are satisfied, the student will be placed on AFAP during the student's next academic quarter of attendance in the program.

- (2) The OCGPA and Credit Completion Percentage required at the end of the immediately preceding academic quarter.
- (3) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study at the school.

The calculation of the student's OCGPA in his or her program of study will include the points associated with the grade earned by the student with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student: (a) was enrolled in that program of study; and (b) was enrolled in a different program of study, if (i) the subject matter of that course is substantially the same as any course in his or her current program of study or (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Maximum Time Frame for Completion

The student's Maximum Time Frame for Completion ("MTFC") for his or her program of study is 150% of the credit hours designated in the Program Outline for such program of study (as such credit hours may be revised or modified from time to time by the school in its discretion), rounded down to the nearest whole credit hour. For example, if a program of study consists of 90 credit hours, the student's MTFC is 135 credit hours (150% of 90). Each credit hour in a program of study that is "attempted" (as defined below) by a student is counted toward the student's MTFC of that program of study each and every time the credit hour is attempted by the student. A credit hour is "attempted," if the student receives any of the following grades from the school and/or from any other ITT Technical Institute for the course represented by the credit hour: "A," "B+," "B," "C+," "C," "D+," "D," "F," "I," "W," "W/M," "P," "CR" or "TR". For example, if a student takes Course X, consisting of 4.5 credit hours, and receives a grade of "W" and the student retakes Course X and earns a

grade of "B," the student will have attempted 9 credit hours with respect to Course X. A student may not exceed his or her MTFC for the student's program of study. The student's MTFC for his or her program of study will include the credit hours attempted with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

- (a) was enrolled in that program of study; and
- (b) was enrolled in a different program of study, if
 - (i) the subject matter of that course is substantially the same as any course in his or her current program of study or
 - (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

A student will not be making satisfactory academic progress and will be terminated from his or her program of study if, at any time, the school determines that the student is unable to graduate from his or her program of study without exceeding the student's MTFC for that program of study.

Academic Year

An academic year is three academic quarters in length. Any academic quarter that the student attended in any program of study at the school or any other ITT Technical Institute during which the student attempted any course that is included in, counts toward or satisfies any of the coursework requirements of the student's current program of study (whether a core, general education, general studies, technical basic, elective or any other type of course), will be counted for purposes of determining the student's applicable academic year and/or academic quarter under the Evaluation Points section.

Credit Completion Percentage

The Credit Completion Percentage is calculated by dividing (a) the total number of credit hours in the courses included in the student's program of study for which the student receives a grade of "A," "B+," "B," "C+," "C," "D+," "D," "CR" or "TR" from the school by (b) the total number of credit hours that the student has attempted in the courses included in the student's program of study (including, without limitation, the credit hours associated with any course for which the student receives a grade of "CR" or "TR"). The calculation of the student's Credit Completion Percentage in his or her program of study will include the number of credit hours attempted by the student with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

- (a) was enrolled in that program of study; and
- (b) was enrolled in a different program of study, if
 - (i) the subject matter of that course is substantially the same as any course in his or her current program of study or
 - (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Student Status

A student who, in any academic quarter, takes courses in his or her program of study that represent:

- 12 or more credits is a full-time student;
- 9 to 11 credits is a three-quarter-time student;
- 6 to 8 credits is a half-time student; or
- less than 6 credits is a less than half-time student.

If the total number of quarter credit hours of the courses which comprise a program of study offered by the school exceeds 72, the school has determined that the program of study cannot normally be completed in two academic years of full-time study, based on a full-time student taking a course load representing 12 or 13.5 quarter credit hours at the school each academic quarter. A student's grade level is based on the total number of quarter credit hours of the courses in the student's program of study at the school that the student has successfully completed, as follows:

Grade Level	Total Number of Quarter Credit Hours of Courses Successfully Completed in the Student's Program of Study
First	0-36
Second	37-72
Third	73-108
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The amount of federal and state student financial aid that a student may qualify to receive may depend on the student's grade level and could be adversely affected if the student is anything other than a full-time student. Any student who is not a full-time student should contact the school's Finance Department for more information.

Academic and Financial Aid Probation

During any academic quarter that a student is on AFAP, the Dean may require the student to repeat some or all of the courses that the student previously received a grade of "D+," "D," "F," "W" or "W/M" before the student can attempt any other courses in the student's program of study. At the end of the academic quarter of the student's AFAP, the student's OCGPA and Credit Completion Percentage will be recalculated to determine if the student is making satisfactory academic progress in the program of study based on the OCGPA and Credit Completion Percentage required at the end of the immediately preceding academic quarter.

All of the credit hours represented by the courses that the student repeats during the academic quarter of the student's AFAP will have been attempted by the student in determining the student's Credit Completion Percentage, and all of the grades (and associated points) earned by the student in those courses will replace the previous grades (and associated points) earned in determining the student's OCGPA. All grades earned for any courses the student attempts will, however, remain on the student's transcript.

Notwithstanding anything to the contrary in the Evaluation Points section, a student will not be placed on AFAP:

- if the school determines that the student will be unable to make satisfactory academic progress in the student's program of study at the end of the academic quarter of the student's AFAP;
- more than three times during any specific program of study in which the student is or was enrolled at the school or at any other ITT Technical Institute; or
- if the student was on AFAP during the immediately preceding academic quarter that the student was enrolled in that program of study at the school or at any other ITT Technical Institute.

Incompletes and Repeats

If the student receives a grade of "A," "B+," "B," "C+," "C," "D+," "D," "P," "CR" or "TR" with respect to any course, the student will have successfully completed that particular course. If the student receives an "I" grade and does not successfully complete the required work to remove the "I" grade from his or her record within six weeks following the end of the quarter in which the "I" grade was received, the student will receive the otherwise earned letter grade (normally an "F"). Any student who does not successfully complete a course included in his or her program of study must repeat and successfully complete that course prior to: (a) taking any course with respect to which the failed course is a prerequisite; and (b) graduation. Any student who successfully completes a course may request in writing for permission from the school to repeat that course. If a course is repeated, the grade earned for repeating the course will replace the previous grade earned in determining the student's OCGPA in the student's program of study and whether the student has successfully completed the course. All grades earned for all courses the student attempts will, however, remain on the student's transcript.

Readmission

A student who withdraws or is terminated from a program of study at the school or any other ITT Technical Institute may not seek readmission into any program of study at the school, whether the same or a different program, before the next academic quarter that the course(s) the student would take upon readmission into the program of study is(are) offered by the school.

All readmission determinations will be made by the school in its discretion and will be final and binding on the student. The school is not obligated to readmit any student. As part of the school's determination to readmit any student, the school will consider whether the student was making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study, whether at the school or at a different ITT Technical Institute. If the student was not making satisfactory academic progress in his or her program of study as of that Evaluation Point, the student will not be readmitted into:

- (a) a different program of study that is at a different credential level; or
- (b) the same program of study or a different program of study that is at the same credential level, unless:
 - the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
 - the Dean grants the student's appeal; and
 - the student satisfies all of the conditions specified above in the Academic and Financial Aid Probation section to be placed on AFAP.

In no event will any student be readmitted into the same program of study, or a different program of study that is at the same credential level, at the school, if the student:

- for any reason withdrew or was terminated from a program of study at the school or at a different ITT Technical Institute during an academic quarter when the student was on AFAP;
- is unable to make satisfactory academic progress in that program of study, as determined by the school; or
- does not possess the motivation, desire or academic ability to satisfactorily progress academically through and graduate from that program of study, as determined by the school.

If the school decides to readmit a student, who was not making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study at an ITT Technical Institute, into the same program of study or a different program of study that is at the same credential level, the student:

- will be placed on AFAP during the student's next academic quarter of attendance in that program of study at the school; and
- must agree in writing to the terms for readmission and execute a new Enrollment Agreement with the school and pay all then current tuition, fees and any other costs associated with the student's program of study.

Reestablishing Financial Aid

A student must be making satisfactory academic progress to be eligible to receive any federal, state or other student financial aid to attend any course(s) in his or her program of study at the school. If a student loses his or her eligibility to receive financial aid for failure to make satisfactory academic progress in his or her program of study, the student cannot reestablish his or her eligibility to receive financial aid to attend any course(s) at the school, unless:

- the student enrolls in a different program of study at the school that is at the same credential level as the program of study in which he or she failed to make satisfactory academic progress; and

- the school determines that the student is making satisfactory academic progress in that different program of study.

Non-Credit Courses

Non-credit courses are taken on a pass-fail basis. Grades earned in non-credit courses are not included in the computation of a student's OCGPA. Nevertheless, the student must repeat and successfully complete any failed non-credit courses prior to the student graduating from his or her program of study at the school. Non-credit courses are also not included in the calculation of the student's MTFC or Credit Completion Percentage at any Evaluation Point, because non-credit courses are not worth any credit hours.

Non-Punitive Grades

Non-punitive grades for courses awarded by the school include: "CR," "TR," "W," "W/M," "P" and "I." Non-punitive grades are not included in the computation of a student's OCGPA. The credit hours associated with any courses for which non-punitive grades are received by a student are included in the calculation of the student's MTFC and Credit Completion Percentage as specified above in those sections.

Appeal

If the school determines that a student is failing to make satisfactory academic progress in his or her program of study at the school, the student may appeal the school's determination in writing to the Dean. The student's written appeal must explain in detail the special circumstances that caused the student not to make satisfactory academic progress (such as the student suffering an illness or injury, the death of a relative of the student or other special circumstances) and what has changed in the student's situation that will allow the student to be making satisfactory academic progress at the end of the student's next quarter of attendance in a program of study at the school. The Dean will review the student's written appeal to determine whether, based on the student's special circumstances and the information submitted by the student in his or her written appeal, the student can remain enrolled in (or be readmitted into) that same program of study at the school despite the student's failure to conform to the requirements of this Satisfactory Academic Progress section. The determination of the student's written appeal will be:

- made by the Dean (in his or her discretion and in conformity with this Satisfactory Academic Progress section);
- communicated in writing to the student; and
- final and binding on the student.

If the Dean grants the student's appeal and all of the conditions specified above in the Academic and Financial Aid Probation section are satisfied, the student will, at the school's discretion, be placed on AFAP during the student's next academic quarter of attendance in a program of study at the school. The school will not develop or consider any academic plan for a student.

Attendance Requirements

Each student is required to regularly attend scheduled class meetings and other activities that are part of a course that the student is registered to take or the program in which the student is enrolled.

As required by federal law, each student must annually participate in the programs presented by the school that address the following subjects: (a) promoting the awareness of rape, acquaintance rape and other forcible and nonforcible sex offenses (20 U.S.C. 1099c); (b) preventing the use of illicit drugs and the abuse of alcohol by students (20 U.S.C. 1145g); and (c) any other subject that the federal government may, from time to time, require the school to present to its students. If a student fails to participate in any of the above programs and execute any documentation confirming his or her participation that the school may require, the school may, in its discretion, suspend and/or terminate the student from his or her program of study at the school.

Make-Up Work

A student may, at the school's discretion, make up coursework missed due to the student's absences from class meetings and other activities that are part of a course that the student is registered to take or the program in which the student is enrolled. If the school allows the student to make up any coursework missed due to absences from the scheduled class meetings and other activities that are part of a course that the student is registered to take or a program in which the student is enrolled, the school will determine, in its discretion, whether the student's make-up work is satisfactory, and any decision by the school with respect thereto will be final and binding on the student.

Leave of Absence

A student may be granted a leave of absence only to accommodate the student's: (a) two-week military service obligation; and (b) jury duty in excess of one week, but not to exceed two weeks. Only one leave of absence (not to exceed 10 days) will be granted in a 12 month period. Any student who requests a leave of absence must submit in advance to the school Director a written request, supported by third party documentation that is acceptable to the school Director. The student's written request must be dated and signed by the student and must specify the dates of the requested leave of absence and the reason for the leave. The determination of whether to grant the student's requested leave of absence will be made in the school's discretion and will be final and binding on the student. The student is responsible for contacting the appropriate faculty member(s) to arrange to make up the coursework missed by the student as a result of any granted leave of absence.

Program Changes

Any student who desires to change his or her enrollment in a program of study at the school to a different program of study at the school must request the change in writing to, and obtain the prior permission of, the Dean. All determinations with respect to any request by a student to change his or her enrollment in a program of study at the school will be made by the school in its discretion and will be final and binding on the student.

Withdrawals

If a student wishes to withdraw from any program course(s) that the student is taking at the school or the student's entire program of study at the school, the student must notify the Dean or Chair in writing prior to the date of withdrawal. The writing must specify the date that the student will withdraw from the course(s) or program of study and the reason for the withdrawal. Prior to the student's withdrawal date from his or her program of study, the student must also have an exit interview with the Academic Affairs Department and the Finance Department. If, during any quarter that a student is enrolled in a program of study at the school, the student: (a) fails to attend 20% or more of the scheduled units of course time of all of the courses that the student is registered to take in any academic quarter of the student's program of study, the student will be placed on attendance probation during the student's next academic quarter; (b) is on attendance probation and fails to attend 20% or more of the scheduled units of course time of the courses that the student is registered to take in that academic quarter, the student will have withdrawn from his or her program of study at the school; (c) fails to attend 20% or more of the total scheduled units of course time of all of the courses the student has taken in all of the student's academic quarters, the student will have withdrawn from his or her program of study at the school; or (d) fails to attend 10 consecutive days of classes in the program course(s) that the student is registered to take during that quarter, the student will have withdrawn from his or her program of study at the school. Any student who withdraws from a program course may not re-enter that same course and may not re-take that course until the next time that the course is offered by the school. A student who withdraws from his or her program of study may be considered for readmission only in accordance with the Readmission section of this catalog.

Advising

The student must receive academic, attendance and/or financial aid advising from the school, as the school deems necessary in its discretion.

Transfer of Credit

Credits earned in any course taken at the school will be accepted for transfer by any other ITT Technical Institute located outside of Maryland toward the credits required in the same course, if that course is offered by the other ITT Technical Institute. Any ITT Technical Institute located in Maryland will accept for transfer toward the credits required in the same course any credits earned in any (a) 100- or 200-level course at any other ITT Technical Institute that is only authorized to award associate degrees, and (b) course at any other ITT Technical Institute that is authorized to award bachelor degrees.

DECISIONS CONCERNING THE ACCEPTANCE OF CREDITS EARNED IN ANY COURSE TAKEN AT THE SCHOOL ARE MADE AT THE DISCRETION OF THE RECEIVING INSTITUTION. THE SCHOOL MAKES NO REPRESENTATION WHATSOEVER CONCERNING THE TRANSFERABILITY OF ANY CREDITS EARNED AT THE SCHOOL TO ANY INSTITUTION OTHER THAN AN ITT TECHNICAL INSTITUTE AS SPECIFIED ABOVE. IT IS UNLIKELY THAT ANY CREDITS EARNED AT AN ITT TECHNICAL INSTITUTE WILL BE TRANSFERABLE TO OR ACCEPTED BY ANY INSTITUTION OTHER THAN AN ITT TECHNICAL INSTITUTE.

ANY STUDENT CONSIDERING CONTINUING HIS OR HER EDUCATION AT, OR TRANSFERRING TO, ANY INSTITUTION OTHER THAN AN ITT TECHNICAL INSTITUTE MUST NOT ASSUME THAT ANY CREDITS EARNED IN ANY COURSE TAKEN AT THE SCHOOL WILL BE ACCEPTED BY THE RECEIVING INSTITUTION. AN INSTITUTION'S ACCREDITATION DOES NOT GUARANTEE THAT CREDITS EARNED AT THAT INSTITUTION WILL BE ACCEPTED FOR TRANSFER BY ANY OTHER INSTITUTION. THE STUDENT MUST CONTACT THE REGISTRAR OF THE RECEIVING INSTITUTION TO DETERMINE WHAT CREDITS EARNED AT THE SCHOOL, IF ANY, THAT INSTITUTION WILL ACCEPT.

Conduct

Each student must conduct himself or herself in accordance with the school's rules, regulations, policies and procedures as stated in this catalog, in the student's Enrollment Agreement and Student Handbook.

Any student who engages on or off the school's premises in any of the following types of misconduct will be subject to discipline by the school, which may include, without limitation, the suspension and/or termination from one or more courses the student is taking or the student's entire program of study at the school and the referral to the proper authorities. Any student who, prior to his or her enrollment at the school, has engaged in any of the following types of misconduct may be subject to discipline by the school, which may include, without limitation, the student's suspension and/or termination from one or more courses the student is taking or the student's entire program of study at the school.

- a. Physical or verbal abuse, intimidation or harassment of another person or group of persons, including any harassment based on race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status.
- b. Deliberate or careless endangerment; tampering with safety alarms or equipment; violation of safety regulations; failure to render reasonable cooperation in any emergency; possession or use on school premises or at organized school activities of any firearm (except for law enforcement officers who are required to carry a firearm at all times and who have notified the school Director of, and documented, that requirement), knife (excepting non-spring pocket knives with blades less than four inches), other weapon, explosive or fireworks.
- c. Obstruction or disruption of any regular school activities, including, without limitation, teaching, research, administration, student services, discipline, organized events and operation and maintenance of facilities; interference with the free speech and movement of academic community members; refusal to identify oneself when requested or to obey any other lawful instruction from a school official or faculty member to discontinue or modify any action which is judged disruptive.
- d. Dishonesty, including, without limitation, provision of false information, alteration or misuse of documents, plagiarism and other academic cheating, impersonation, misrepresentation or fraud.
- e. Obscene, indecent or inconsiderate behavior; insubordinate behavior towards any faculty member or school official; exposure of others to offensive conditions; disregard for the privacy of self or others.
- f. Theft, abuse or unauthorized use of school property, the personal property of others or public property, including, without limitation, unauthorized entrance into school facilities or information technology systems, possession of stolen property and littering.

- g. Illegal use, distribution or possession of stimulants, intoxicants or drugs.
- h. Use, distribution or possession of alcoholic beverages on school premises or at organized school activities or events.
- i. Gambling on school premises or at organized school events.
- j. Failure to comply with the lawful directions of any school official, staff member or student employee who is acting in performance of duties of position or is explicitly assuming responsibility on behalf of the school in the absence of a particular official. (Emergency orders may supersede some written regulations. Any student who receives orders which he or she considers unreasonable although not illegal must obey the orders.)
- k. Violation of any federal, state or local law.
- l. Intentional or careless destruction, damage or defacement of any school property. The school may, in addition to imposing discipline, hold any student who is responsible for any such destruction, damage or defacement liable for the repair or replacement of the property.
- m. Failure to behave in a manner that reflects favorably upon the student's association with the school.
- n. Falsification of any information on his or her Enrollment Agreement or any other documentation that the student provides to the school, including, without limitation, his or her educational status.
- o. Failure to maintain satisfactory academic progress as specified in the Satisfactory Academic Progress section of this catalog.
- p. Failure to strictly adhere to any term, provision, requirement, policy or procedure stated in this catalog, the student's Enrollment Agreement or Student Handbook.
- q. Failure to pay the program costs as agreed in writing.
- r. Breach of any term of the student's Enrollment Agreement or any other agreement between the student and the school.
- s. Failure to exhibit good citizenship and respect for the community and other persons.
- t. Hazing, defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, as determined by the school, for the purpose of initiation or admission into an affiliation with any organization recognized by the school. Hazing includes, without limitation, the following as determined by the school: any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics; exposure to the elements; forced consumption of any food, liquor, drug or other substance; forced physical activity which could adversely affect the physical health or safety of a student; any activity which would subject a student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment; or any forced activity which could adversely affect the mental health or dignity of a student.
- u. Incitement of others to commit any of the acts prohibited above; involvement as an accessory to any of the prohibited acts by providing assistance or encouragement to others engaged in such acts; or by failure to separate oneself clearly from a group in which others are so engaged.

Any student who is terminated from his or her program of study at the school for violating this Conduct section may petition the school Director, in writing, for readmission into a program of study, but not before the next quarter that the course(s) that the student would take upon reentry into the program of study is (are) offered by the school. The determination of whether to readmit the student will be based on the student's written petition, will be made by the school and will be final and binding on the student.

Anti-Harassment

It continues to be the policy of ITT Technical Institute that sexual harassment of students or applicants for admission in any form is unacceptable conduct which will not be tolerated. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the school of sexually suggestive objects or pictures, sexually explicit or offensive jokes, physical assault and other verbal, visual or physical conduct of a sexual nature. No student, applicant, faculty member or other employee of ITT Technical Institute shall threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's admission, enrollment, grades, studies or educational experience at ITT Technical Institute. Similarly, no faculty member or other employee of ITT Technical Institute shall promise, imply or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Other types of harassment that will not be tolerated include any unwanted or unwelcome words, gestures or actions of a persistent or offensive nature involving any person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status. Harassment of this nature also includes any conduct, whether verbal, visual or physical, relating to or involving a person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status that is sufficiently pervasive or severe to: (I) unreasonably interfere with a student's education at the school or a student's admission to a program offered by the school; or (II) create an intimidating, hostile or offensive learning environment for students.

Any student or applicant who feels that he or she is a victim of prohibited harassment (including, but not limited to, any of the conduct listed above) by any student, applicant, faculty member or other ITT Technical Institute employee, or visitor or invitee of the school in connection with the educational experience offered by ITT Technical Institute should, as described in the Student Complaint/Grievance Procedure section, bring the matter to the immediate attention of the school Director, at the telephone number specified in this catalog. A student or applicant who is uncomfortable for any reason in bringing such a matter to the attention of the school Director, or who is not satisfied after bringing the matter to the attention of the school Director, should report the matter to the Senior Vice President, Chief Compliance Officer, ITT/ESI, telephone (800) 388-3368. Any questions about this policy or potential prohibited harassment should also be brought to the attention of the same persons.

ITT Technical Institute will promptly investigate all allegations of prohibited harassment in as confidential a manner as the school deems reasonably possible and take appropriate corrective action, if warranted.

Disabled Applicants and Students

The school is committed to compliance with Section 504 of the Rehabilitation Act of 1973 and its regulations. The school does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. The school Director is designated the school's Student Disability Coordinator and coordinates Section 504 compliance. Applicants or students with a disability may request an accommodation by contacting the school Director.

Health, Security and Safety

The school strives to provide its students with a secure and safe environment. Classrooms and laboratories comply with the requirements of the various federal, state and local building codes, and the Board of Health and Fire Marshal regulations. Students are responsible for their own security and safety both on-campus and off-campus, and each student must be considerate of the security and safety of others. **THE SCHOOL HAS NO RESPONSIBILITY OR OBLIGATION WHATSOEVER FOR ANY STUDENT'S PERSONAL BELONGINGS THAT ARE LOST, STOLEN OR DAMAGED, WHETHER ON OR OFF SCHOOL PREMISES OR DURING ANY SCHOOL ACTIVITIES. THE SCHOOL HAS NO RESPONSIBILITY OR OBLIGATION WHATSOEVER WITH RESPECT TO ANY ALTERCATIONS OR DISPUTES BETWEEN STUDENTS, WHETHER ON OR OFF THE SCHOOL'S PREMISES OR FOR ANY DAMAGES OR INJURIES ARISING THEREFROM.** Students should immediately report any medical, criminal or other emergency occurring on the school premises to the school Director or Dean (or any other school employee if such officials are not available). Upon receipt of any report of a medical or criminal emergency, the school will, on behalf of the student, obtain the services of medical or security professionals, as required. Following a criminal emergency, the school may require the reporting student to confirm in writing the details of the criminal emergency reported. Students are encouraged to promptly and accurately report all crimes that occur on school premises or during any school activities to school officials and the appropriate police agencies. The school compiles and issues on an annual basis an ITT Technical Institute Security Policies and Crime Statistics Report. This report discloses information about this school's campus security policies and procedures and statistics concerning the number of certain crimes that may have taken place on campus. Students may obtain a copy of the report from the school Director.

Disclaimer of Warranties

EXCEPT AS EXPRESSLY STATED IN THE STUDENT'S ENROLLMENT AGREEMENT OR THIS CATALOG, THERE ARE NO WARRANTIES, EXPRESS OR IMPLIED, BY OPERATION OF LAW OR OTHERWISE, REGARDING OR RELATING TO ANY SERVICE OR PRODUCT FURNISHED BY THE SCHOOL TO THE STUDENT PURSUANT TO OR IN CONNECTION WITH THE STUDENT'S ENROLLMENT AGREEMENT OR THIS CATALOG. THE SCHOOL SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR ANY PURPOSE.

Limitation of Liability

IN NO EVENT WILL THE STUDENT OR THE SCHOOL BE LIABLE TO THE OTHER PARTY OR ANY THIRD PARTY FOR ANY INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, CONSEQUENTIAL OR PUNITIVE DAMAGES, REGARDLESS OF THE FORM OF ACTION (WHETHER IN CONTRACT, TORT OR OTHERWISE) OR EVEN IF THE LIABLE PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT WILL THE SCHOOL'S MAXIMUM LIABILITY TO THE STUDENT FOR ALL DAMAGES ARISING OUT OF OR IN ANY WAY RELATED TO THE STUDENT'S ENROLLMENT AGREEMENT (INCLUDING ANY AMENDMENTS OR ADDENDA THERETO) OR THIS CATALOG OR THE SUBJECT MATTER THEREOF EXCEED THE LESSER OF: (A) THE ACTUAL DIRECT DAMAGES INCURRED BY THE STUDENT THAT WERE CAUSED BY THE SPECIFIC SERVICE OR PRODUCT PROVIDED BY THE SCHOOL UNDER THE STUDENT'S ENROLLMENT AGREEMENT THAT IS THE SUBJECT OF THE STUDENT'S COMPLAINT; OR (B) THE AMOUNT OF TUITION, FEES AND/OR COST OF ANY TOOLS RECEIVED BY THE SCHOOL FROM OR ON BEHALF OF THE STUDENT FOR THE SPECIFIC SERVICE OR PRODUCT PROVIDED BY THE SCHOOL UNDER THE STUDENT'S ENROLLMENT AGREEMENT THAT DIRECTLY CAUSED SUCH DAMAGE. Notwithstanding anything above to the contrary in this Limitation of Liability section, if any limitation of liability conflicts with the substantive law governing the student's Enrollment Agreement or this catalog, the substantive law with respect to such limitation will control.

The provisions of the student's Enrollment Agreement and this catalog allocate risks between the student and the school. The amount of tuition and fees and the cost of any tools purchased by the student from the school that the student was required to obtain for the program of study reflect this allocation of risk and the limitation of liability.

Student Complaint/Grievance Procedure

Statement of Intent: To afford full consideration to student complaints concerning any aspect of the programs, facilities or other services offered by or associated with ITT Technical Institute. This complaint procedure is intended to provide a formal framework within which such complaints may be resolved in the event that there is no other complaint/grievance procedure required by statute or regulation with respect to such complaints. This procedure is not, however, a substitute for other available informal means of resolving complaints or other problems. Students are encouraged to communicate their concerns fully and frankly to members of the school faculty and administration. Reasonable measures will be undertaken to preserve the confidentiality of information that is reported during the investigation and to protect persons who report information from retaliation.

Procedure

All student complaints will be handled in the following manner:

Step One - Contact School Director

1. A student must present to the school Director (ITT Technical Institute, 2895 NE Loop 410, San Antonio, TX 78218, telephone (210) 651-8500, any complaint relating to any: (a) aspect of the programs, facilities or other services provided by the school; (b) action or alleged misrepresentation by an employee or representative of the school; (c) discrimination or harassment based on race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status by any student, applicant, faculty member or other school employee, or visitor or invitee of the school; and (d) school activity. The complaint may be oral or written. The school Director will promptly acknowledge receipt of the complaint.

2. The school Director will meet with the student to discuss and respond to the complaint. The school Director's response may be oral or written and will address the specific complaint and indicate what, if any, corrective action has been proposed or accomplished.
3. Within three (3) school days of any such discussion, the school Director will prepare a written summary of the discussion, including any agreed upon or proposed solution of the student's complaint. The school Director will take the necessary steps to ensure that any agreed upon solution or other appropriate action is taken.

Step Two - Appeal to ITT Educational Services, Inc. ("ITT/ESI")

1. If a complaint is not resolved to the student's satisfaction, the student will, as soon as possible after the student's discussion with the school Director, submit the complaint on a Student Complaint Summary form to the Student Relations Specialist, ITT/ESI, 13000 N. Meridian Street, Carmel, Indiana 46032-1404, telephone (800) 388-3368.
2. Within ten (10) days after receipt of the student's written letter of complaint, the Student Relations Specialist, ITT/ESI, or designee will reply to the student in writing, specifying what action, if any, ITT/ESI will undertake.

Step Three - Contact the State

If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Texas Workforce Commission, Career Schools and Colleges and/or the Texas Attorney General's Office, Consumer Protection Division. The Texas Workforce Commission, Career Schools and Colleges address is 101 East 15th Street, Austin, Texas 78778-0001, telephone (512) 936-3100, Web address <http://csc.twc.state.tx.us>. The student must contact the Commission for further details. The Texas Attorney General's Office is located at 300 W. 15th Street, Austin, TX 78701, telephone (800) 621-0508, Web address <https://www.oag.state.tx.us/>.

Step Four - Contact the Accrediting Council

If the complaint has not been resolved by ITT/ESI to the satisfaction of the student, the complaint may also be referred to the Accrediting Council for Independent Colleges and Schools, 750 First Street, NE, Suite 980, Washington, DC 20002-4241, telephone (202) 336-6780.

Resolution of Disputes

The following procedure applies to the resolution of any dispute arising out of or in any way related to a student's Enrollment Agreement with the school, any amendments or addenda thereto, and or the subject matter thereof, including, without limitation, any statutory, tort, contract or equity claim (individually and collectively, the "Dispute"):

- (a) The parties are encouraged to make an initial attempt, in good faith, to resolve the Dispute pursuant to the school's Student Complaint/Grievance Procedure or through other informal means.
- (b) If the Dispute is not resolved pursuant to the school's Student Complaint/Grievance Procedure or through other informal means, then the Dispute will be resolved by binding arbitration between the parties. Arbitration is the referral of a dispute to an impartial person for a final and binding determination. Both the student and the school agree that the Enrollment Agreement involves interstate commerce and that the enforceability of this Resolution of Disputes section will be governed, both procedurally and substantively, by the Federal Arbitration Act, 9 U.S.C. §1-9 (the "FAA").

The arbitration between the student and the school will be administered by the American Arbitration Association ("AAA") or, in the event the AAA declines or is unable to administer the arbitration, by an arbitration forum or arbitrator that the student and the school mutually agree upon. If, after making a reasonable effort, the student and the school are unable to agree upon an arbitration forum or arbitrator, a court having proper jurisdiction will appoint an arbitration forum or arbitrator. The arbitration will be conducted in accordance with the AAA's Commercial Arbitration Rules ("Commercial Rules") and, when deemed appropriate by the arbitration forum or arbitrator, the AAA's Supplementary Procedures for Consumer-Related Disputes ("Consumer Procedures"), or the appropriate rules of any alternative arbitration forum selected by the student and the school or appointed by a court, subject to the following modifications:

- (1) The arbitration will be conducted before a single arbitrator (without a jury) who will be a former federal or state court judge and will have at least 10 years of experience in the resolution of civil disputes.
- (2) The site of the arbitration will be the city in which the school is located.
- (3) The substantive law which will govern the interpretation of a student's Enrollment Agreement and the resolution of the Dispute will be the law of the state where the school is located, except that the enforceability of this Resolution of Disputes section will be governed, both procedurally and substantively, by the FAA.
- (4) The arbitrator will have the exclusive authority to determine and adjudicate any challenge to the enforceability of this Resolution of Disputes Section.
- (5) The scope of the arbitration will be limited to the Dispute between the student and the school. In the arbitration between the student and the school:
 - no claims of any other person will be consolidated into the arbitration or otherwise arbitrated together with any claims of Student;
 - no claims will be made on behalf of any class of persons;
 - no representative actions of any kind are permitted, including, without limitation, class actions and class arbitrations; and
 - the arbitrator may not preside over any representative action.
- (6) The parties may take discovery through interrogatories, depositions and requests for production that the arbitrator determines to be appropriate to allow for a fair hearing, taking into consideration the claims involved and the expedited nature of arbitration.
- (7) The school will pay the amount of any arbitration costs and fees charged to the student under the Commercial Rules or Consumer Procedures that exceed the costs and fees that the student would incur if the student filed a similar action in a court having proper jurisdiction.

- (8) In any of the following arbitration-related proceedings, the prevailing party will be entitled to recover its reasonable attorneys' fees:
 - any motion which any party is required to make in the courts to compel arbitration of a Dispute; or
 - any challenge to the arbitration award, whether to the arbitrator or the courts, for the purpose of vacating, modifying or correcting the award.
- (9) All aspects of the arbitration proceeding, and any ruling, decision or award by the arbitrator, will be strictly confidential. The parties will have the right to seek relief in the appropriate court to prevent any actual or threatened breach of this provision.
- (10) If any provision of this Resolution of Disputes section or its application is invalid or unenforceable, that provision will be severed from the remainder of this section and the remainder of this section will be binding and enforceable.

The Commercial Rules, Consumer Procedures and other information regarding the AAA's arbitration procedures are available from the AAA, which can be contacted by mail at 1633 Broadway, 10th Floor, New York, New York 10019, by telephone at (800) 778-7879 or through its Web site at www.adr.org.

Family Educational Rights and Privacy Act of 1974, as Amended

Statement of Compliance

1. General Policy

Under the authority of the Family Educational Rights and Privacy Act of 1974, as amended ("Act"), a student has the right to examine certain records concerning the student which are maintained by the school. The school must permit the student to examine such records within 45 days after the school receives a written request from the student. The school will also permit the student to obtain a copy of such records upon payment of a reproduction fee. A student may request that the school amend his or her education records on the grounds that they are inaccurate, misleading or in violation of the student's right of privacy. In the event the school refuses to so amend the records, the student may, after complying with the Student Complaint/Grievance Procedure, request a hearing. If the outcome of a hearing is unsatisfactory to the student, the student may submit an explanatory statement for inclusion in his or her education record. A student has the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605, concerning the school's alleged failure to comply with the Act.

2. Education Records

Education records are records maintained by the school which contain information directly related to the student. Examples of education records are the student's education, career services and financial aid files. The only persons allowed access to such records are those who have a legitimate administrative or educational interest.

3. Exemptions

The following records are exempt from the Act:

- (a) Financial records of the student's parents.
- (b) Confidential letters and recommendations relating to admission, employment or honors to which the student has waived his or her right to inspect.
- (c) Records about students made by faculty or administrators which are maintained by, and accessible only to, the faculty and administration.
- (d) Records made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting or assisting in such capacity, and which are available only to persons providing the treatment.
- (e) Employment records for school employees who are also current or former students.
- (f) Records created or received after an individual is no longer a student at the school and are not directly related to the individual's attendance as a student at the school.
- (g) Grades on peer-graded papers that have not been collected and recorded by an instructor.

4. Review of Records

It is the policy of the school to monitor educational records to insure that they do not contain information which is inaccurate, misleading or otherwise inappropriate. The school may destroy records which it determines, in its discretion, are no longer useful or pertinent to the student's circumstances.

5. Directory Information

Directory Information (as defined below) is that information which may be unconditionally released without the student's consent, unless the student specifically requests in writing that such information not be released. The school requires that such request must (I) specify what categories of Directory Information are to be withheld by the student and (II) be delivered to the school Director within 15 days after the student starts class. Any such request must be renewed annually by the student. "Directory Information" means information contained in a student's education record which would generally not be considered harmful or an invasion of privacy if disclosed.

Directory Information includes, but is not limited to, the student's name; address(es); telephone number(s); electronic mail address(es); photograph; grade level; enrollment status (e.g., full-time or part-time); date and place of birth; program of study; extracurricular activities; credentials, awards and recognition (i.e., honors) received; last school attended; dates of attendance (i.e., enrollment period(s), not daily attendance record); and student or user ID number (other than a social security number), but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity which are known or possessed only by the authorized user.

6. Access Without Student Consent

The school may release a student's education records without written consent of the student to:

- (a) Other school officials who have a legitimate educational interest.
- (b) Other schools where the student has applied for admission or is enrolled, so long as the information is for purposes related to the student's attendance at those other schools.
- (c) Authorized representatives of the U.S. Department of Education, state and local education authorities, the Comptroller General of the United States or the Attorney General of the United States.

- (d) Providers of financial aid (and services in connection therewith) for which the student has applied or received, including, without limitation, lenders, Veterans Administration, state vocational rehabilitation agencies and collection agencies, if the information is for purposes of determining eligibility for aid, determining the amount of the aid, determining the conditions of the aid or enforcing the terms and conditions of the aid
- (e) State and local authorities where required.
- (f) Accrediting agencies.
- (g) A parent (whether a natural parent, guardian or an individual acting as a parent in the absence of a parent or guardian) of a student who is a dependent of the parent for purposes of the Internal Revenue Code. The school is not required, however, to release such records.
- (h) Any court in which the student or a parent of the student initiates a legal action against the school, but only with respect to the student's education records that are relevant for the school to defend itself.
- (i) Any court in which the school initiates a legal action against the student or a parent of the student, but only with respect to the student's education records that are relevant for the school to prosecute the legal action.
- (j) Any person pursuant to and in compliance with a judicial order or subpoena, provided that the school reasonably attempts to notify the student prior to compliance (unless the order or subpoena specifies that the student must not be notified).
- (k) Appropriate persons or agencies in the event of a health or safety emergency, where such release without consent is deemed necessary by the school under the circumstances.
- (l) Organizations conducting studies to develop, validate or administer predictive tests, administer student aid programs or improve instruction.
- (m) The public, if the school determines, in its discretion, that the student, as an alleged perpetrator, has committed a Crime of Violence (as defined below) or a Non-forcible Sex Offense (as defined below) in violation of the Conduct section of this catalog, but only the following information from the student's education records: the student's name, the violation committed; and any sanction imposed by the school on the student. A Crime of Violence means an act that would, if proven, constitute any of the following offenses or offenses to commit the following offenses: arson; assault offenses; burglary; criminal homicide, whether manslaughter by negligence, murder or non-negligent manslaughter; the destruction, damage or vandalism of property; kidnapping or abduction; robbery; or forcible sex offense. A Non-forcible Sex Offense means an act that would, if proven, constitute statutory rape or incest.
- (n) The purported victim, regardless of whether the school determines that the student, as an alleged perpetrator, committed a Crime of Violence or a Non-forcible Sex Offense in violation of the Conduct section of this catalog, but only the following information from the student's education records: the student's name; the violation committed; and any sanction imposed by the school on the student.
- (o) Any person, if the education records disclosed are Directory Information on the student.
- (p) The student, or the student's parents if the student is less than 18 years old.
- (q) A parent of the student regarding the student's violation of any federal, state or local law or any rule or policy of the school concerning the use or possession of alcohol or a controlled substance, if the student is under the age of 21 and the school has determined that the student has violated the Conduct section of this catalog with respect to that use or possession.
- (r) The United States Attorney General (or designee not lower than an Assistant Attorney General) pursuant to an ex parte court order concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.
- (s) The public, if the disclosure concerns an individual required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the school under 42 U.S.C. 14071 and applicable federal guidelines.

The school will obtain the written consent of the student prior to releasing the student's education records to any other person or organization, except with respect to Directory Information.

ITT Educational Services, Inc. has adopted a detailed Family Educational Rights and Privacy Act policy (AA 9.0) which is available to the student upon request.

Foreign Student Information

Financial Assistance

Some foreign students may be eligible for federal student financial aid. To be eligible, a foreign student must be one of the following:

- (a) a U.S. national; or
- (b) a U.S. permanent resident and possess an I-551 (Alien Registration Receipt Card).

Any foreign student who is not one of the above must have one of the following documents from the U.S. Citizenship and Immigration Services ("USCIS"):

- (i) I-94 (Arrival-Departure Record) with an appropriate endorsement;
- (ii) a passport confirming permanent residency in the Trust Territory of the Pacific Islands;
- (iii) official documentation that the student has been granted asylum in the U.S.; or
- (iv) other proof from the USCIS that the student is in the U.S. for other than a temporary purpose.

Any foreign student who possesses any of these documents should check with the Finance Department for more information regarding his or her eligibility for federal student financial aid.

All classes will be conducted in English. English language services and visa services are not available at the school.

Career Services

Foreign students may not be permitted by the USCIS to be employed in the United States during school. Therefore, a foreign student should have sufficient funds available to cover tuition, fees, the cost of any tools that the student is required to obtain for his or her program of study or other supplies and living costs.

Most, if not all reference sources provided by the school to assist the foreign student in securing graduate employment related to his or her education will involve firms and employment opportunities located in the United States. The foreign student is responsible for obtaining all of the necessary governmental authorizations to remain in the United States and obtain employment in the United States following graduation from his or her program of study at the school.

Student Handbook

The school maintains a Student Handbook for students that includes information relating to various areas of student interest and responsibility. Copies of the Student Handbook are available from the school administration. Each student is provided a copy of the Student Handbook and must abide by the student requirements and responsibilities specified therein.

Revisions to Policies and Procedures

The school reserves the right from time to time in its discretion to revise all terms, provisions, policies, requirements and procedures contained in this catalog and the Student Handbook. Each student will be bound by and must comply with all terms, provisions, policies, requirements and procedures contained in this catalog and/or the Student Handbook that the school revises.

Records Retention

The school maintains a student's records for seven (7) years following the student's graduation or last date of attendance. The school will permanently retain: (a) the student's final transcript (through his or her last date of attendance) with respect to the student's enrollment in a program of study at the school; and (b) any transcripts with respect to the student's enrollment at any other postsecondary institution that the school may have received.

TUITION, FEES AND TOOLS

Tuition

Each student who enrolls in any of the following programs of study offered by the school will pay the school the corresponding amount of tuition for each credit hour of each course in that program of study that the student is registered to take from the school:

<u>Program of Study</u>	<u>Current Tuition Per Credit Hour</u>
(a) Accounting (Associate's Degree)	\$493
(b) Drafting and Design Technology (Associate's Degree)	\$493
(c) Electrical Engineering and Communications Technology (Bachelor's Degree)	\$493
(d) Electrical Engineering Technology (Associate's Degree)	\$493
(e) Information Systems and Cybersecurity (Bachelor's Degree)	\$493
(f) Network Systems Administration (Associate's Degree)	\$493
(g) Project Management and Administration (Bachelor's Degree)	\$493
(h) Software Development (Bachelor's Degree)	\$493
(i) Software Development (Associate's Degree)	\$493

The tuition for each program course that a student is registered to take from the school is determined by multiplying the tuition per credit hour by the number of credit hours in the program course. The tuition for each quarter in which a student is enrolled in a program of study offered by the school is determined by multiplying the tuition per credit hour by the total number of credit hours in all of the program courses that the student is registered to take during the quarter. The tuition for all of the credit hours in all of the program courses that a student is registered to take from the school during a quarter is due and payable by the student to the school on the first day of that quarter.

Based on the above tuition charges per credit hour, the estimated total tuition corresponding to the academic quarter in which the student begins his or her program of study at the school is set forth in the table below for all:

- ninety-three (93) quarter credit hours of an associate degree program of study comprised primarily of 4.5 credit hour courses; and
- one hundred eighty (180) quarter credit hours of a bachelor degree program of study comprised of 4.5 credit hour courses.

Estimated Total Tuition* For Associate Degree Programs Comprised Primarily of 4.5 Credit Hour Courses	Estimated Total Tuition* For Bachelor Degree Programs Comprised of 4.5 Credit Hour Courses
\$45,849	\$88,740

*The estimated total tuition is based on a student taking and successfully completing:

- thirteen and one-half (13.5) quarter credit hours in each of six (6) consecutive quarters at the school followed by twelve (12) quarter credit hours in a seventh quarter at the school in an associate degree program comprised primarily of 4.5 credit hour courses; or
- thirteen and one-half (13.5) quarter credit hours in each of twelve (12) consecutive quarters at the school followed by nine (9) quarter credit hours in each of a thirteenth and fourteenth quarter at the school in a bachelor degree program comprised of 4.5 credit hour courses.

The actual program length may be longer or shorter depending on:

- the program courses that the student actually takes and successfully completes each quarter;
- any credit for program courses granted a student by the school based on the student's previous postsecondary education or experience; and
- any changes made by the school to the number of program course(s) and/or the number of credit hours in any program course(s) in a student's program of study.

The actual amount of total tuition may differ because:

- the estimated number of credit hours in the program course(s) that a student takes while enrolled in the program may differ from the actual number of credit hours in the program course(s) that the student takes at that amount of tuition per credit hour;
- the program course(s) a student is expected to take while enrolled in a program may differ from the program course(s) that a student actually takes;
- the pace at which a student takes and satisfactorily completes program courses will determine the number of quarters that a student is enrolled in a program and the total cost of the program to the student;
- the number of program courses that a student must satisfactorily complete to graduate from a program will depend on the student's previous postsecondary education and experience;
- the courses in a program and the number of credit hours in a program course and/or the program may change; and
- the estimated number of credit hours does not include the credit hours associated with any program course(s) that a student repeats.

Fees

Academic Fee

Each student will pay the school an Academic Fee of \$200. Notwithstanding anything to the contrary in the immediately preceding sentence, if the school or any other ITT Technical Institute previously received and retained any monies from or on behalf of the student for an Academic Fee charged to the student ("Prior Academic Fee Retained"), the student will only be obligated to pay the school an Academic Fee in the amount of \$200, less the amount of the Prior Academic Fee Retained. The Academic Fee is due and payable by the student to the school on the student's first day of recorded attendance in any program course following the student's enrollment in a program of study offered by the school.

Administrative Fee

Each student will pay the school an Administrative Fee of \$100 each time the student's enrollment in a program of study offered by the school is terminated, regardless of the reason for the termination (including, without limitation, any termination of enrollment resulting from a student's graduation, withdrawal, failure to make satisfactory academic progress or violation of the Conduct section of the school catalog). The Administrative Fee is due and payable by the student to the school immediately upon the termination of the student's enrollment in the program of study.

Tools

Each student who enrolls in any of the following programs of study offered by the school must obtain, at the student's own expense, the tools required by the school for use in one or more of the program courses in that program of study:

<u>Program of Study</u>	<u>ESTIMATED Cost of Tools if Purchased From the School</u>
(a) Drafting and Design Technology (Associate's Degree)	\$500
(b) Electrical Engineering and Communications Technology* (Bachelor's Degree)	\$500
(c) Electrical Engineering Technology (Associate's Degree)	\$500
(d) Information Systems and Cybersecurity* (Bachelor's Degree)	\$500
(e) Project Management and Administration* (Bachelor's Degree)	\$500

*Depending on the courses that the student chooses to take to satisfy the Unspecified Core course requirements in the Program Outline, the student may be required to purchase tools for use in these courses.

The actual use of, and instruction regarding, the tools in any program course may vary depending on the program course and any changes thereto, the faculty member teaching the program course and the student's progress in the program course. The ESTIMATED cost specified above for the tools required for certain program courses in the corresponding program of study is an ESTIMATED cost of those tools if purchased from the school. The ACTUAL cost of the tools required for the particular program of study could be higher or lower than the ESTIMATED cost. The ESTIMATED cost of those tools is subject to change by the school at any time. No student is obligated to purchase any tools from the school. Any tools that a student purchases from the school are unreturnable and the cost is nonrefundable. The cost of any tools that a student purchases from the school is due and payable by the student to the school upon the student's receipt of those tools.

Alternative Payment Arrangement

If the student is unable to pay the school, on or before the applicable due dates, all of the tuition, applicable fees and/or cost of any required tools purchased from the school that are or may become owed by the student to the school with respect to the student's enrollment in a program of study at the school, the school may, in its discretion, agree in writing to a different payment arrangement as expressly provided in a Cost Summary and Payment Addendum to the student's Enrollment Agreement with the school.

Delinquent Payment

Any student who is delinquent in the payment of any sum owed to the school may be suspended or terminated from the student's program of study at the school's discretion. If a student is terminated from his or her program of study for failing to pay the school when due any sum owed to the school, the student will not be considered for readmission to the program of study until the school receives full payment of all such delinquent sum or the student makes written arrangements with the school to pay such delinquent sum that are acceptable to the school in its discretion. If the student fails to fulfill the terms of any such arrangement that is accepted in writing by the school, the school may, in its discretion, terminate the student from his or her program of study at the school.

Methods Used to Collect Delinquent Payments

The student must pay all amounts owed to the school prior to leaving the school. If the student is unable to pay all such amounts before leaving the school, the student must make arrangements to pay such amounts that are acceptable to the school in its discretion. If the student fails to (a) make arrangements that are acceptable to the school prior to leaving the school or (b) fulfill the terms of any arrangements accepted by the school, the school will be forced to exercise all of its rights and remedies against the student to collect all such amounts, including, without limitation, referring the student's account to a collection agency.

Repeat

If a student repeats any course(s) in his or her program of study at the school, the student must pay all of the tuition applicable to such program course(s) at the cost per credit hour charged to the student at the time such program course(s) are repeated.

FINANCIAL INFORMATION**Cancellation**

The student's enrollment in the program will be canceled and all monies received by the school from or with respect to the student under the student's Enrollment Agreement with the school will be returned to the appropriate party(ies) within 60 days, if:

- (a) The student notifies the school that the student has canceled the student's Enrollment Agreement with the school
 - by midnight of the 3rd day (excluding Saturdays, Sundays and legal holidays) following the date the student signs the student's Enrollment Agreement with the school, or

- by midnight of the 3rd day that a class session is scheduled to occur in any of the program courses that the student is registered to take in the first quarter that the student is enrolled in the program,

whichever occurs last;

- (b) the school cancels the student's Enrollment Agreement with the school;
- (c) the student's enrollment in the program was procured by a misrepresentation in the school's advertising or promotional materials or of an employee or agent of the school; or
- (d) the school cancels the program and the student is enrolled in the program on the effective date of such cancellation.

Refund

- (a) If, during any quarter that the student is enrolled in the program, the student withdraws or is terminated from:

- (1) any program course, the student will be obligated to the school for

- a Pro Rata Portion (as defined below in this section) of the tuition for that program course, and
- the entire cost of any tools purchased by the student from the school for use in that program course; and

- (2) the program, the student will be obligated to the school for

- a Pro Rata Portion of any Academic Fee charged to the student in that quarter, and
- the Administrative Fee.

- (b) "Pro Rata Portion" with respect to a program course taught in residence means the percentage derived by dividing the total number of hours of instruction in that program course into the number of those hours of instruction that had expired through the date of the student's withdrawal or termination. Pro Rata Portion with respect to a program course taught by asynchronous distance education means the percentage derived by dividing the total number of lessons in that program course into the number of those lessons with respect to which the student attempted through the date of the student's withdrawal or termination. "Pro Rata Portion" with respect to any fee(s) charged to the student in a quarter means the percentage derived by dividing the total number of hours of instruction in all of the program course(s) that the student was registered to take in that quarter at the time of the student's withdrawal or termination into the number of those hours of instruction that had expired through the date of the student's withdrawal or termination. The student's withdrawal or termination date for purposes of calculating any refund due under this section will be the student's last date of recorded attendance in a program course.

- (c) In all cases, refunds will meet or exceed the requirements of Texas Education Code §§ 132.061 and 132.0611 and Texas Administrative Code Chapter 807, Subchapter N.

- (d) Notwithstanding anything to the contrary above in this section:

- (1) If the student withdraws from the program as a result of being called to active duty in a military service of the United States or the Texas National Guard ("AMD"), the student may elect one of the following options by advising the school in writing on or before the date of the student's withdrawal:

First Option – the student may elect to be obligated to the school for

- a Pro Rata Portion of the tuition charged to the student for all program courses taken by the student while enrolled in the program,
- a Pro Rata Portion of all of the Academic Fee and Administrative Fee charged to the student, and
- the cost of any tools purchased by the student from the school.

"Pro Rata Portion" with respect to this Item (c) means the percentage derived by dividing the total number of scheduled units of course time in the program courses taken by the student while enrolled in the program into the number of those units of course time that had expired in those program courses through the date of the student's withdrawal.

Second Option – the student may elect to

- be obligated to the school for the tuition, Academic Fee, Administrative Fee and the cost of any tools purchased by the student from the school, as provided above in Items (a) through (b) of this section,
- receive a grade of "W/M" for the program courses that the student was registered to take during the quarter that the student withdraws from the program, and

- have the right to be readmitted to the program (or any substantially equivalent program of study that may be offered, if the program is no longer offered) within one year of the date the student is discharged from AMD, at the same tuition rates, fees and cost of any tools that the student was subject to at the time of his or her withdrawal for all of the program courses that the student has not successfully completed at the time of his or her withdrawal.

Third Option – the student may elect to

- be obligated to the school for
 - all of the tuition charged to the student for all program courses taken by the student while enrolled in the program,
 - all of the Academic Fee and Administrative Fee charged to the student, and
 - the cost of any tools purchased by the student from the school, and
- graduate from the program, provided that the school, in its discretion, determines that
 - the student has satisfactorily completed at least 90% of the coursework in all of the program courses in the program, and
 - the student has demonstrated sufficient mastery of all of the course materials in all of the program courses in the program.

(2) any refund made pursuant to this section will meet the minimum requirements of Section 132.061 of Chapter 132 of the Texas Education Code; and

(3) if the student withdraws or is terminated from the program, the student will remain obligated to the school for:

- all of the tuition, fees, cost of any tools and cost of any other supplies owed to the school for any previous attendance by the student at the school; and
- all other amounts owed to the school under any other agreement between the student and the school.

(e) If, at the time the student withdraws or is terminated from the program, the school has received any monies for tuition, the Academic Fee, the Administrative Fee or any tools from or on behalf of the student in excess of the student's obligation for those items as provided in this section, the school will refund such excess to the appropriate party(ies) as specified below in this section.

(f) Any refund required under this section will be paid first to eliminate any outstanding balances for any student financial aid received by or with respect to student in the following order and priority (unless applicable law requires otherwise) and within the time period prescribed by law:

1 st : private or institutional student loans;	5 th : unsubsidized Federal Direct Stafford loans;	9 th : Federal Direct PLUS loans;
2 nd : private or institutional parental loans;	6 th : subsidized Federal Direct Stafford loans;	10 th : state student loans; and
3 rd : unsubsidized Federal Stafford loans;	7 th : Federal Perkins loans;	11 th : state parental loans.
4 th : subsidized Federal Stafford loans;	8 th : Federal PLUS loans;	

(g) The school will pay the student any refund remaining after all outstanding balances specified in Item (j) immediately above in this section are eliminated, within 60 days following:

(1) the student's last date of recorded attendance in a program course, if the school terminated the student from the program;

(2) the latter of

- the student's last date of recorded attendance in a program course,
- the date that the school received the student's written notice of withdrawal from the program, or
- the withdrawal date from the program specified in the student's written notice of withdrawal received by the school,

if the student withdrew from the program and the school received the student's written notice of withdrawal; or

(3) the effective date of the student's withdrawal from the program under the Withdrawals section of this catalog, if the student withdrew from the program and such date occurred before any applicable date in Item (2) immediately above in this section.

Return of Federal Financial Aid

If the student withdraws or is terminated from the program, depending on when his or her withdrawal or termination occurs during the quarter, the student and/or his or her parent(s) may be ineligible to use a portion of any federal student financial aid awarded to the student and/or his or her parent(s) for use in that quarter.

- (a) If the student's withdrawal or termination from the program occurs:
- within the first 60% of the quarter, the amount of federal student financial aid awarded for use in that quarter that the student and/or his or her parents may use is a proportional calculation based on the percentage of the quarter that has elapsed as of the student's withdrawal or termination date; or
 - after the first 60% of the quarter, the student and/or his or her parents may use 100% of the federal student financial aid awarded for use in that quarter.
- (b) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid remitted to the school to satisfy the student's obligation for tuition, fees or other costs of student's education:
- federal law requires the school to return to the appropriate party(ies) such unusable aid;
 - the school will advise the student of the amount of such unusable aid returned by the school; and
 - the student will be liable for an amount equal to the portion of such unusable aid for which the student is obligated to the school under the Refund section above, and will immediately pay that amount to the school in full.
- (c) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid received by the student and/or the parent(s) and not remitted to the school:
- federal law requires the student and/or the parent(s) to repay to the appropriate party(ies) such unusable aid; and
 - the the school will advise the student and/or the parent(s) of the amount of such unusable aid.
- (d) Any return or repayment of unusable federal student financial aid required under this section will be paid first to eliminate any outstanding balances for any federal student financial aid received by or with respect to the student in the following order and priority and within the time period prescribed by law:

1 st : unsubsidized Federal Stafford loans;	5 th : Federal Perkins loans;	9 th : Federal Academic Competitiveness Grants;
2 nd : subsidized Federal Stafford loans;	6 th : Federal PLUS loans;	10 th : Federal National Science and Mathematics Access to Retain Talent Grants; and
3 rd : unsubsidized Federal Direct Stafford loans;	7 th : Federal Direct PLUS loans;	11 th : Federal SEOG Program aid.
4 th : subsidized Federal Direct Stafford loans;	8 th : Federal Pell Grants;	

NOTE: The Cancellation and Refund sections contained herein apply to a student who is a resident of the state in which the school is located. A student who is a non-resident will be subject to the Cancellation and Refund sections contained in the student's Enrollment Agreement with the school.

Cancellation and Refund Requests

Any cancellation or refund request by a student should be made in writing, and mailed to: Director, ITT Technical Institute, 289 NE Loop 410, San Antonio, Texas 78218. If the student is a minor, however, the request must be made by the student's parent or guardian.

A student who withdraws and who is not entitled to a refund, may request a grade of incomplete if the reason for withdrawing is unrelated to the student's academic status. A student meeting these conditions may re-enroll in the program during the 12-month period following the date of withdrawal, and complete the incomplete course without payment of additional tuition.

FINANCIAL ASSISTANCE

ITT Technical Institute must provide the student with (a) information on federal, state and institutional grants and loans, private education loans and any other sources of student financial aid (collectively, "Financial Assistance") for which he or she may apply to receive and/or (b) estimates of the amount of Financial Assistance for which he or she may qualify. However:

- the federal, state and private party providers determine the student's eligibility for any Financial Assistance;
- the federal, state and private party providers determine the amount of any Financial Assistance the student may receive, not the school;
- the school determines the student's eligibility for and amount of any institutional Financial Assistance;

- any Financial Assistance, including, without limitation, scholarships, may terminate at any time for any reason including due to changes in legislation or availability of funds;
- the student is responsible for applying for any Financial Assistance, not the school; and
- the student is responsible for repaying the full amount of any Financial Assistance received in the form of a loan, plus interest and less any amount of the loan that may be refunded.

Federal Financial Aid Administered by the U.S. Department of Education

ITT Technical Institute is designated as an eligible institution by the U.S. Department of Education ("DOE") for participation in the following federal student financial aid programs. To apply for student financial aid under the following federal programs, a student needs to complete and submit a Free Application for Federal Student Aid online at www.fafsa.gov or mail a completed PDF FAFSA or paper FAFSA to Federal Student Aid Programs, P.O. Box 7002, Mt. Vernon, IL 62864-0072.

Federal Pell Grant Program

The Federal Pell Grant Program is intended to allow eligible students financial access to the school or the college of their choice. For eligible students, Federal Pell Grants are the "floor" or base upon which all other federal student financial aid is built. Current award year awards range from \$588 to \$5,775. The amount a student may receive depends on the student's expected family contribution ("EFC"), the student's enrollment status (full-time, part-time, three-quarter time or less than half-time), Pell Lifetime Eligibility Used and how much of the student's remaining education at the school falls within the current federal award year (July 1 through June 30). In order to be eligible for a Federal Pell Grant, a student may not have previously received a bachelor's degree from any institution.

Federal Supplemental Educational Opportunity Grant ("FSEOG") Program

The Federal Supplemental Educational Opportunity Grant Program ("FSEOG") provides assistance to exceptionally needy undergraduate students. A priority must be given to Pell Grant recipients with the lowest EFCs. The federal rules permit an eligible student to receive a FSEOG award of \$100 to \$4,000 for each of the student's academic years of study, but at ITT Technical Institute the awards for eligible students are typically between \$200 and \$500 each year, given the limited amount of FSEOG funds available. A student's eligibility for FSEOG funds is determined annually.

Iraq and Afghanistan Service Grant Program

A student who is not eligible for a Federal Pell Grant based only on EFC but meets the remaining Pell eligibility requirements and whose parent or guardian was a member of the U.S. Armed Forces and died as a result of military service performed in Iraq or Afghanistan after September 11, 2001, may be eligible to receive a grant under the Iraq and Afghanistan Service Grant Program. The grant award is equal to the amount of a maximum Federal Pell Grant* for the current federal award year, but cannot exceed the student's cost of attendance for that federal award year. An additional eligibility requirement is that at the time of the parent's or guardian's death the student must have been either:

- under 24 years old; or
- enrolled in college at least part-time at the time.

A student can receive an Iraq and Afghanistan Service Grant for no more than 12 semesters or the equivalent of six academic years of enrollment.

* An Iraq and Afghanistan Service Grant where the first disbursement is on or after October 1, 2015 and before October 1, 2016 requires a reduction of 6.8 percent from the maximum Federal Pell Grant award amount for relevant award year.

Federal Work Study Program

The Federal Work Study Program ("FWS") provides jobs for eligible students to earn funds to pay a portion of their educational expenses. A student enrolled at least half-time in an approved postsecondary educational institution may work on campus or off campus for a Federal, state, or local public agency, a private non-profit or a private for-profit organization. The salary is at least the current federal minimum wage, unless the employer is willing to pay a higher wage rate for particular skills. The number of hours a student may work is based on the financial need demonstrated by the student, the number of hours it is possible for the student to work and the availability of FWS funds at ITT Technical Institute. Only a limited number of FWS jobs are available on campus; information with respect to these campus positions is available from the Career Services Department.

Direct Subsidized Loan Program

These loans are available to eligible undergraduate students enrolled at least half-time at an eligible institution and are based on the financial need demonstrated by each student. An undergraduate student may borrow up to \$3,500 for the first academic year, \$4,500 for the second academic year and \$5,500 for each of the third and subsequent academic years under this program. The annual loan limit amounts will be pro rated for enrollment in programs that are less than one academic year or if enrolled in a program of study that is one academic year or longer and the remaining enrollment period of study is shorter than a full academic year. As of July 1, 2015, the interest rate on a Direct Subsidized Loan is 4.29% for each Direct Subsidized Loan that the student receives during the 2015-2016 award year. A first time borrower on or after July 1, 2013 may not receive Direct Subsidized Loans for more than 150% of the published length of their program of study. For example, if the student is enrolled in a 4-year bachelor's degree program, the maximum period for which the student can receive Direct Subsidized Loans is 6 years (150% of 4 years = 6 years).

A student must repay his or her Direct Subsidized Loans based on the amount borrowed, the interest rate and the repayment plan selected by the borrower. Under the standard repayment plan the payments must be at least \$50 a month (\$600 a year) and will be more, if necessary, to repay the loan within the required time period. Repayment of the Direct Subsidized Loan begins six months after

enrollment on a less than half-time basis, graduation or termination of studies. The U.S. Department of Education pays the interest on a Direct Subsidized Loan (1) while a student is in the school at least half-time, (2) for the first six months after the student leaves school (referred to as a grace period), and (3) during a period of deferment (a postponement of loan payments). The DOE may stop paying interest for a student who received Direct Subsidized Loans for the maximum period and who continues enrollment.

A student who (1) is seeking and is unable to find full-time employment or (2) suffers economic hardship may also receive a forbearance, a temporary suspension or reduction of monthly payment, of a Direct Subsidized Loan for up to three years. During forbearance, principal payments are postponed but interest continues to accrue. Unpaid interest that accrues during the forbearance will be added to the principal balance (capitalized) of the student's Direct Subsidized Loan(s).

Direct Unsubsidized Loan Program

These loans are available to eligible undergraduate and graduate students enrolled at least half-time at an eligible institution. A demonstration of financial need is not required. Undergraduate student annual borrowing limits:

- A dependent undergraduate student whose parents are not rejected for a Direct PLUS Loan may borrow up to:
 - \$3,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$2,000 additional Direct Unsubsidized Loan for the first academic year;
 - \$4,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$2,000 additional Direct Unsubsidized Loan for the second academic year; and
 - \$5,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$2,000 additional Direct Unsubsidized Loan for each of the third and subsequent academic years.
- An independent undergraduate or dependent undergraduate and whose parents fail to qualify for a Direct PLUS Loan, may borrow up to:
 - \$3,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans plus, \$6,000 additional Direct Unsubsidized Loan for the first academic year;
 - \$4,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$6,000 additional Direct Unsubsidized Loan for the second academic year; and
 - \$5,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$7,000 additional Direct Unsubsidized Loan for each of the third and subsequent academic years.

A graduate student may borrow up to \$20,500 each academic year under the Direct Unsubsidized Loan program.

Effective July 1, 2015, the interest rate on a Direct Unsubsidized Loan is 4.29% for an undergraduate student and 5.8% for a graduate student for each Direct Unsubsidized Loan received during the 2015-2016 award year. The terms and conditions of the Direct Unsubsidized Loan, including deferments and loan charges, with a few exceptions, are the same as the Direct Subsidized Loan described above. However, the student is responsible for paying the interest on any Direct Unsubsidized Loan during all periods (in school, grace period, deferment, and forbearance). If the student chooses not to pay the interest while in school and during grace periods and deferment or forbearance periods, the interest will accrue (accumulate) and be capitalized (interest will be added to the principal amount of the loan). The capitalized interest becomes part of the amount (principal) on which the student pays future interest.

Direct PLUS Loan Program

Direct PLUS Loans are for the parent(s) of a dependent undergraduate student and graduate students enrolled on at least a half-time basis in a program of study leading to a degree or certificate at an eligible institution. The maximum Direct PLUS Loan amount a parent or graduate student may borrow is the cost of attendance minus any other Financial Assistance received. As of July 1, 2015 the interest rate for Direct PLUS Loans is 6.84% on each Direct PLUS Loan that a borrower receives during the 2015-2016 award year. Direct PLUS Loan borrowing is limited to parent(s) of dependent undergraduate students and graduate students with a favorable credit history.

The Direct PLUS Loan enters repayment once the loan is fully disbursed (paid out). A graduate student's loan will be placed in deferment while the student is enrolled at least half-time and for an additional six months (grace period) after the student ceases to be enrolled at least half-time.

The parent borrower may contact the loan servicer to request a deferment (1) while the parent or dependent undergraduate student is enrolled at least half-time and (2) for an additional six months (grace period) after the dependent undergraduate student ceases to be enrolled at least half-time.

If the loan is deferred, interest will accrue on the loan during the deferment. The graduate student or parent borrower may choose to pay the accrued interest or allow the interest to capitalize when the deferment period ends. The loan servicer will notify the graduate student or parent borrower when the first payment is due.

GI Bill® Education Benefits

Some of the programs offered at ITT Technical Institute are approved by the Texas Workforce Commission, Veterans Education Section for the training of veterans, Ready Reservists, National Guard members, spouses and children of deceased or 100 percent disabled veterans, and, in some cases, spouses and children of active duty service members under Titles 10, 32 and 38 of the United States Code. Veterans desiring to train using the benefits of the GI Bill® must first establish eligibility with the Department of Veteran's Affairs ("VA") by submitting Form 22-1990, and dependents must submit form 22-5490, Application for VA Education Benefits, or by applying online at www.gibill.va.gov. For a complete description of each VA education assistance program, go to the GI Bill® website at

www.gibill.va.gov. Veterans should contact the school's Finance Department with questions regarding institutional procedures for certifying enrollment.

"GI Bill[®]" is a registered trademark of the U.S. Department of Veterans Affairs (VA)"

Military Tuition Assistance

The Tuition Assistance (TA) Program provides financial assistance for voluntary off-duty education programs in support of an active military member's professional and personal self-development goals. The Department of Defense ("DoD") has directed a uniform TA fiscal policy across the military services. The per-quarter hour cap is \$166, the semester hour cap is \$250 and the fiscal year ceiling is \$4,500.

Service members on active duty or current members of the National Guard who are considering college must obtain authorization for tuition assistance through their branch of service. Students should contact their unit education services officer for information regarding full details and current tuition benefits.

NOTE: The regulations governing all federal Financial Assistance programs are subject to change. The Finance Department will have current information regarding available programs, and will make available to the student a copy of the U.S. Department of Education publication "Funding Your Education: The Guide to Federal Student Aid 2015-2016."

Institutional Scholarships

2015 Winter Scholarship

The primary purpose of the 2015 Winter Scholarship (the "WS") is to help address the demand for individuals providing technical administrative support to accountants and other financial management personnel in the United States by encouraging students to graduate from the associate degree program in Accounting at the school (the "Accounting Program"). The WS is only available to eligible new students who first begin the Accounting Program in the quarter that begins in December 2015 ("12/15 Students").

At the end of the first academic year of attendance for which the 12/15 Student is eligible to receive a WS award and each subsequent academic year that an eligible 12/15 Student is enrolled in the Accounting Program, the school will determine if the eligible 12/15 Student qualifies for a WS award for that academic year. If the eligible 12/15 Student qualifies for a WS award for the first academic year or any subsequent academic year after the first academic year, the eligible 12/15 Student will receive a WS award in the form of a retroactive disbursement not to exceed the amount of tuition and fees that was financed by debt and charged to the eligible 12/15 Student for the courses of the Accounting Program taken by the eligible 12/15 Student in that academic year, after first applying any other institutional scholarships to the eligible 12/15 Student's account. In no event will a refund be issued to an eligible 12/15 Student as a result of receiving a WS award – instead, the WS award for that 12/15 Student will be proportionately reduced to avoid a resulting credit balance.

The maximum amount of the WS awards for which a 12/15 Student may be eligible and qualify will not exceed:

- \$1,250 in any quarter of attendance for which the 12/15 Student is eligible and qualifies for a WS award;
- \$2,500 in any academic year of attendance for which the 12/15 Student is eligible and qualifies for a WS award; or
- \$5,000 in total for all academic years.

Eligibility Requirements – To be eligible for the WS, a 12/15 Student must first begin attending courses in the Accounting Program at the school in the quarter that begins on December 7, 2015. The first academic year of attendance for which a 12/15 Student is eligible to receive a WS award, however, is:

- the 12/15 Student's first academic year that would start on or after December 7, 2015, if the 12/15 Student:
 - was attending one or more courses in an associate or bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on September 14, 2015 ("09/15 Quarter"); and
 - remained continuously enrolled in his or her associate or bachelor degree program of study at an ITT Technical Institute; or
- the 12/15 Student's first academic year that starts on or after December 7, 2015, if the 12/15 Student was not attending one or more courses in an associate or bachelor degree program of study at an ITT Technical Institute at any time in the 12/15 Quarter.

Qualification Requirements – An eligible 12/15 Student will qualify for a WS award for the first academic year of attendance for which the 12/15 Student is eligible to receive a WS award, as specified above in the Eligibility Requirements section. To qualify for a WS award for any subsequent academic year, an eligible 12/15 Student must:

- be enrolled at all times during that academic year in courses that represent at least six quarter credit hours in the eligible 12/15 Student's Accounting Program at the school; and
- be making satisfactory academic progress in the Accounting Program at the end of that academic year.

Upon admission to the Accounting Program, the 12/15 Student must contact the school's Finance Department to determine if he or she is eligible for the WS. If the school determines that the 12/15 Student satisfies the eligibility requirements of the WS, the 12/15 Student will have the opportunity to qualify for a WS award for each academic year of attendance in the Accounting Program. An eligible 12/15 Student may not receive a WS award for more than two academic years of the 12/15 Student's enrollment in the Accounting Program.

The WS Scholarship may end at any time without notice, at which time no further WS Scholarships will be awarded. The termination of the WS Scholarship will not, however, affect any WS awards received prior to termination.

President's Scholarship

The primary purpose of the President's Scholarship (the "PS") is to encourage graduates of an ITT Technical Institute associate degree program who have demonstrated above-average academic achievement to obtain a higher level of education. The PS is only available to eligible new students who begin a bachelor degree program of study at an ITT Technical Institute in the quarter that begins in December 2015 ("12/15 BP Students").

At the end of each academic year that an eligible 12/15 BP Student is enrolled in a bachelor degree program, the school will determine if the eligible 12/15 BP Student qualifies for a PS award for that academic year. If the eligible 12/15 BP Student qualifies for a particular academic year, the eligible 12/15 BP Student will receive a PS award in the form of a retroactive disbursement not to exceed the amount of tuition and fees that was financed by debt and charged to the eligible 12/15 BP Student for the courses of the bachelor degree program of study taken by the eligible 12/15 BP Student in that academic year, after first applying any other institutional scholarships to the eligible 12/15 BP Student's account. In no event will a refund be issued to an eligible 12/15 BP Student as a result of receiving a PS award – instead, the PS award for that 12/15 BP Student will be proportionately reduced to avoid a resulting credit balance.

The maximum amount of the PS awards for which a 12/15 BP Student may be eligible and qualify will not exceed:

- \$2,500 in any quarter of attendance for which the 12/15 BP Student is eligible and qualifies for a PS award;
- \$5,000 in any academic year of attendance for which the 12/15 BP Student is eligible and qualifies for a PS award; or
- \$10,000 in total for all academic years.

Eligibility Requirements – To be eligible for the PS, a 12/15 BP Student must (1) have graduated from an ITT Technical Institute associate degree program of study with an overall cumulative grade point average of at least 3.0 for all of the courses included in that program prior to attending classes in a bachelor degree program of study; and (2) must first begin attending courses in a bachelor degree program of study at the school in the quarter that begins on December 7, 2015. The first academic year of attendance for which a 12/15 BP Student is eligible to receive a PS award, however, is:

- the 12/15 BP Student's first academic year that would start on or after December 7, 2015, if the 12/15 BP Student:
 - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on September 14, 2015 ("09/15 Quarter"); and
 - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the 12/15 BP Student's first academic year that starts on or after December 7, 2015, if the 12/15 BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 09/15 Quarter.

Qualification Requirements – An eligible 12/15 BP Student will qualify for a PS award for the first academic year of attendance for which the 12/15 BP Student is eligible to receive a PS award, as specified above in the Eligibility Requirements section. To qualify for a PS award for any subsequent academic year, an eligible 12/15 BP Student must:

- be enrolled at all times during that academic year in courses that represent at least six quarter credit hours in the eligible 12/15 BP Student's bachelor degree program at the school; and
- be making satisfactory academic progress in his or her bachelor degree program at the end of that academic year.

Upon admission to a bachelor degree program of study at the school, the 12/15 BP student must contact the school's Finance Department to determine if he or she is eligible for the PS. If the school determines that the 12/15 BP student satisfies the eligibility requirements of the PS upon admission to a bachelor's degree program at the school, the 12/15 BP student will have the opportunity to qualify for a PS award for each academic year of attendance in his or her bachelor degree program. An eligible 12/15 BP student may not receive a PS award for more than two academic years of the 12/15 BP student's enrollment in his or her bachelor degree program.

The PS Scholarship may end at any time without notice, at which time no further PS Scholarships will be awarded. The termination of the PS Scholarship will not, however, affect any PS awards received prior to termination.

Opportunity Scholarship

The primary purpose of the Opportunity Scholarship (the "OS") is to encourage certain students to commit to pursuing their educational goals. The OS is only available to eligible students attending classes at an ITT Technical Institute in:

- an associate degree program of study ("AP Students"); or
- a bachelor degree program of study ("BP Students").

An AP Student or a BP Student will qualify for an OS award for each quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS award. At the end of each academic year that an eligible AP Student is enrolled in an associate degree program or an eligible BP Student is enrolled in a bachelor degree program, the school will determine if the eligible AP Student or eligible BP Student qualifies for an OS award for next academic year. If the eligible AP Student or eligible BP Student qualifies for an OS award for a particular academic year:

- the eligible AP Student will receive an OS award in the form of a disbursement not to exceed the amount of tuition and fees charged to the eligible AP Student for the course(s) of the associate degree program of study taken by the eligible AP Student in each quarter of that academic year; and
- the eligible BP Student will receive an OS award in the form of a disbursement not to exceed the amount of tuition and fees charged to the eligible BP Student for the courses(s) of the bachelor degree program of study taken by the eligible BP Student in each quarter of that academic year.

The amount of an OS award to an eligible AP Student or an eligible BP Student in any particular quarter of an academic year will be based on the eligible AP Student's or eligible BP Student's demonstrated need. An eligible AP Student's or an eligible BP Student's demonstrated need will be determined by the school, in its sole discretion, based on the AP Student's or BP Student's expected family contribution toward his or her tuition and fees owed to the school for that quarter. The maximum amount of the OS awards for which:

- an AP Student who (1) is less than 21 years of age at the time of his or her initial enrollment in the associate degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$5,000 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
 - \$4,285 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
 - \$35,000 in total for all quarters of all academic years; or
- an AP Student who (1) is at least 21 years of age at the time of his or her initial enrollment in the associate degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$4,375 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
 - \$3,750 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
 - \$25,000 in total for all quarters of all academic years; or
- a BP Student who (1) is less than 23 years of age at the time of his or her initial enrollment in the bachelor degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$4,285 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
 - \$60,000 in total for all quarters of all academic years; or
- a BP Student who (1) is at least 23 years of age at the time of his or her initial enrollment in the bachelor degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$3,750 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
 - \$50,000 in total for all quarters of all academic years.

Eligibility Requirements – To be eligible for the OS, an AP Student must attend one or more courses in an associate degree program of study at the school in a quarter that begins on or after March 18, 2013. The first quarter of attendance for which an AP Student is eligible to receive an OS award, however, is:

- the first quarter of the AP Student's next academic year that would start on or after March 18, 2013, if the AP Student:
 - was attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the quarter that began on December 10, 2012 ("12/12 Quarter"); and
 - remained continuously enrolled in his or her associate degree program of study at an ITT Technical Institute; or
- the first quarter of the AP Student's first academic year that starts on or after March 18, 2013, if the AP Student was not attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the 12/12 Quarter.

To be eligible for the OS, a BP Student must attend one or more courses in a bachelor degree program of study at the school in a quarter that begins on or after June 17, 2013. The first quarter of attendance for which a BP Student is eligible to receive an OS award, however, is:

- the first quarter of the BP Student's next academic year that would start on or after June 17, 2013, if the BP Student:
 - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on March 18, 2013 ("3/13 Quarter"); and
 - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the first quarter of the BP Student's first academic year that starts on or after June 17, 2013, if the BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 3/13 Quarter.

Qualification Requirements – An eligible AP Student or an eligible BP Student will qualify for an OS award for the first quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS award, as specified above in the Eligibility Requirements section. To qualify for an OS award for any subsequent quarter of the first and any subsequent academic year, an eligible AP Student or an eligible BP Student must:

- be enrolled at all times during that quarter in courses in the AP Student's associate degree program of study at the school or the eligible BP Student's bachelor degree program of study at the school that represent at least six quarter credits hours; and
- at the end of the AP Student's or BP Student's first and any subsequent academic year, be making satisfactory academic progress in his or her program of study.

Upon admission to an associate degree program of study or a bachelor degree program of study at the school, a student must contact the school's Finance Department to determine if he or she is eligible for the OS. If the school determines that the

student satisfies the eligibility requirements of the OS, the eligible AP Student or eligible BP Student will have the opportunity to qualify for an OS award for each quarter of each academic year that the AP Student or BP Student remains enrolled in his or her program of study at the school, beginning with the student's first academic year of eligibility. The school may, at any time in its sole discretion, terminate the OS, which termination will be effective as of the start of the next quarter and will not affect any OS awards received prior to termination.

Non-Institutional Scholarship

Career Colleges and Schools of Texas (CCST) Scholarship Program

CCST provides four (4) \$1,000 Scholarship Certificates to each of the 1,500 public and private high schools in the state of Texas. High school guidance counselors are responsible for selecting the recipients for these scholarships. The criteria for selection, which are up to the counselor, could be based on academic excellence, financial need, student leadership or a combination of all three. The criteria may vary from high school to high school. Students who are awarded the scholarship certificates are entitled to redeem them at any of the participating Texas post-secondary institutions to receive a \$1,000 credit toward their tuition. ITT Technical Institute student applicants must apply for admission, and be accepted, into a program of study at the school pursuant to receiving the tuition credit at ITT Technical Institute. All scholarships are on a first come, first served basis and are limited to the first 10 applicants. Each CCST member school renews its participation in the program annually. A listing of each participating school is published by the Career Colleges and Schools of Texas and can be obtained from the high school counselor's office or by contacting CCST directly at (866) 909-2278 or www.ccst.org.

The school makes no representation or promise whatsoever that any student will receive any of the above-described financial assistance. The availability of the above-described financial assistance does not imply that the federal government, state government, any federal or state agency, any private lender or any other provider of Financial Assistance guarantees the quality of instruction or the truth or accuracy of any representation contained herein.

FEDERAL AND PRIVATE EDUCATION LOAN CODE OF CONDUCT

Federal education loans and private education loans (collectively, "Loans") are two types of financial aid that may be available to qualifying ITT Technical Institute students and their parents. It is important for ITT Technical Institute student and parent borrowers to understand ITT Technical Institute's position with respect to Lenders, which are defined to include:

- private lenders who make Loans that ITT Technical Institute student and parent borrowers can use to help pay the cost of an ITT Technical Institute education;
- the entities that service, guaranty and/or securitize those Loans; and
- the entities, such as trade or professional associations, that receive money related to Loan activities from those private lenders, servicers, guarantors and securitizers.

Code of Conduct: ITT Technical Institute has adopted the following code of conduct with respect to Lenders:

- (1) ITT Technical Institute officers and employees (collectively, "Agents") will avoid real and perceived conflicts of interest between their duties and responsibilities at ITT Technical Institute and the Loans or other student financial aid made available to qualifying ITT Technical Institute students and their parents.
- (2) No Agent will solicit, accept or receive any Gift (as defined below) from a Lender.
- (3) No Agent who is employed in the institute's Finance Department or has any responsibilities with respect to student financial aid will:
 - serve or participate on any advisory board, commission or group established by a Lender; or
 - accept from a Lender or an affiliate of a Lender any fee, payment or other financial benefit (including the opportunity to purchase stock) as compensation for any type of consulting arrangement or other contract to provide services to, or on behalf of, a Lender relating to federal or private Loans.
- (4) An Agent, who is not employed in the institute's Finance Department or does not have any responsibilities with respect to student financial aid, may serve on any board of any publicly traded or privately held company and solicit, accept and receive remuneration or expense reimbursement related thereto, regardless of whether that company is a Lender.
- (5) ITT Technical Institute will not:
 - accept or request any Gift from a Lender in exchange for any advantage or consideration provided to that Lender related to the Lender's Loan activities;
 - solicit, accept or receive any payments, referral fees, revenue sharing or similar financial arrangements from any Lender in exchange for referring or recommending that Lender to ITT Technical Institute's student and parent borrowers;
 - permit any employee or other agent of a Lender to:
 - identify himself or herself to ITT Technical Institute's student or parent borrowers as an employee, representative or agent of ITT Technical Institute; or
 - work in the Finance Department or any call center operation of ITT Technical Institute;

- direct any of its student or parent borrowers to any electronic promissory notes or other loan agreements with respect to any Lender's Loans that do not provide the student or parent borrowers with a reasonable and convenient alternative to select their Lender for a particular type of Loan and complete that Lender's Loan documentation;
 - refuse to certify, or delay certification of, any Lender's Loan based on the Lender selected by its student or parent borrowers; or
 - request or accept from any Lender any offer of funds to be used for private Loans to its student or parent borrowers, in exchange for ITT Technical Institute providing concessions or promises to the Lender:
 - that may prejudice any other of its student or parent borrowers; or
 - in the form of a specified number of federal or private Loans, a specified volume of those Loans or a preferred lender arrangement with respect to those Loans.
- (6) ITT Technical Institute will allow all of its student and parent borrowers to select the Lender of their choice, and will not otherwise assign any of its student or parent borrowers' Loans to a particular Lender.
- (7) If ITT Technical Institute refers or recommends any Lender(s) to its student or parent borrowers, ITT Technical Institute will:
- disclose the process by which it selected the Lender(s), including the method and criteria that it used in determining to refer or recommend the Lender(s) and the relative importance of those criteria;
 - disclose to students and their parents that they are free to use any Lender;
 - only refer or recommend a Lender that, as a whole, it has determined offers Loans that have competitive rates, terms, borrower benefits, services and loan administration (collectively, "Terms");
 - review annually the competitiveness of the Terms of the Loans offered by the Lender(s) that it refers or recommends to its student and parent borrowers;
 - update annually the Lender(s) that it refers or recommends to its student and parent borrowers;
 - obtain each Lender's assurance that any repayment benefits that the Lender advertised with respect to the Lender's Loans made to its student and parent borrowers will continue to apply to those Loans, regardless of whether the Lender sells those Loans;
 - inquire whether the Lender has any agreement to sell the Loans made to its student and parent borrowers to an unaffiliated Lender and, if the Lender informs ITT Technical Institute that the Lender has such an agreement, ITT Technical Institute will disclose that information to its student and parent borrowers; and
 - not refer or recommend any Lender more favorably for a particular type of Loan, in exchange for the Lender providing more favorable Terms to student or parent borrowers in connection with a different type of Loan.
- (8) "Gift" is defined as any money, discount, favor, gratuity, inducement, loan, stock, prize or thing of value, including, without limitation, any entertainment, hospitality, service, honoraria, transportation, lodging, meal, registration fee, forbearance, promise, computer hardware, printing or assistance with call center or Finance Department staffing, whether provided in kind, by purchase of a ticket, payment in advance or by reimbursement. A Gift to a family member of an Agent, or to any other individual based on that individual's relationship with an Agent, is considered to be a Gift to the Agent, if:
- the Gift was given with the knowledge and acquiescence of the Agent; and
 - the Agent has reason to believe that the Gift was given because of the Agent's duties or responsibilities at ITT Technical Institute;

A "Gift" does not include, however, any of the following:

- standard informational material, activities or programs on issues related to a Lender's Loan, default aversion, default prevention or financial literacy, such as a brochure, workshop or training;
- food, refreshments, training or informational material furnished to an Agent as an integral part of a training session that is designed to improve the Lender's service to ITT Technical Institute, if such training contributes to the professional development of the Agent;
- favorable Terms on a Lender's Loan provided to a student employed by ITT Technical Institute, if such Terms are comparable to those available to all ITT Technical Institute students;
- educational counseling, financial literacy or debt-management materials provided to borrowers, if the identification of any Lender that assisted in preparing, providing or paying for any of those materials is disclosed on the materials;
- entrance and exit counseling services provided by Lenders to student borrowers to meet ITT Technical Institutes' responsibilities under federal law, provided that:
 - ITT Technical Institute staff is in control of the services;
 - the services are not provided in-person by any Lenders; and
 - the Lender does not promote or secure applications for its Loans or other products or services during the provision of those services;
- items of de minimus value that are offered as a form of generalized marketing or advertising, or to create good will; and
- other services provided by Lenders to ITT Technical Institute or an Agent that are identified and approved by the U.S. Department of Education ("DOE").

ITT Technical Institute's financial aid professionals are available to assist student and parent borrowers and answer any questions that they may have regarding the federal and private Loans available for those who qualify.

STUDENT SERVICES

Career Services

The school's career services as specified below, are available to students and interested graduates, but the school does not make any promise or representation whatsoever to any student or graduate: (1) that the student or graduate will obtain any employment, whether full-time, part-time, upon graduation, during school related to his or her education or otherwise; or (2) regarding any career opportunity, position, salary level and/or job title in any employment that the student or graduate may obtain, whether during school or upon graduation. No employment information or career service provided by the school to any student or graduate will be considered by the student or graduate, either expressly or impliedly, as any: (a) guarantee or promise of employment; (b) likelihood of employment; (c) indication of the level of employment or compensation any student or graduate may expect; or (d) indication of the types or job titles of positions for which students or graduates may qualify. Students and graduates are encouraged to not place restrictions on their job search endeavors regarding location, starting salary or specific benefits, as doing so may similarly restrict employment options and opportunities. Any employment that a student or graduate may obtain with the help of the school's career services will, in all probability and likelihood, be at an entry-level position.

Part-time Career Services

The school will assist any interested student in finding part-time work during his or her enrollment in a program of study at the school. The student must schedule his or her part-time employment so it does not interfere with the student's Class Schedule.

Graduate Career Services

The student will be advised of job postings and interview opportunities. Students will also be advised of where to access information on how to prepare for and appear at job interviews and how to conduct himself or herself during job interviews. The school offers helpful reference sources to assist the student in locating firms and geographic areas within the United States that offer employment opportunities related to his or her education. Job search activities generally intensify as the student nears graduation, so the student is encouraged to maintain contact with the Career Services Department and utilize its assistance. The Career Services Department is available to consult with any interested student regarding career opportunities that may be available to him or her upon graduation. Alumni are also welcome to contact the Career Services Department for information on career opportunities. The graduate may have to relocate to take advantage of employment opportunities he or she may receive from potential employers.

Preparatory Offering

All students are strongly encouraged to utilize the services and tools offered by the school to help them improve their preparation for the math and verbal coursework in their programs.

Housing Assistance

The student may obtain from the school a list of potential housing accommodations within the vicinity of the school. The school does not operate any on- or off-campus housing. Any student requiring housing assistance is encouraged to contact the school prior to beginning classes for information on local apartment availability and general rental matters such as lease requirements, security deposits, furniture rentals and utilities. The student and his or her parents are, however, solely responsible for the student's housing arrangements, as well as the student's security and safety.

Student Activities

The school encourages student activities to help develop individual initiative, group leadership and cooperation. It is a goal of the school to help provide students with the opportunity to participate in activities which relate to educational objectives, satisfy social needs, provide recreational opportunities and encourage cultural enrichment. School-related student activities must be sanctioned, approved and supervised by the school.

CAMPUS INFORMATION

History of Main Campus - ITT Technical Institute, Indianapolis (Angola Court), Indiana

ITT Technical Institute, Indianapolis, opened in 1956. ITT Corporation acquired the Sams Company and the school in 1966. This school was one of the three original schools of ITT Educational Services, Inc. The school now offers associate's degree programs of study in Accounting, Business Accounting Technology, Business Administration, Business Management, Computer and Electronics Engineering Technology, Computer Drafting and Design, Computer Forensics, Construction Technology, Criminal Justice, Criminology and Forensic Technology, Drafting and Design Technology, Electrical Engineering Technology, Graphic Communications and Design, Health Information Technology, Industrial Engineering Technology, Information Systems Administration, Information Technology - Computer Network Systems, Network Systems Administration, Nursing, Paralegal, Paralegal Studies, Software Development, Visual Communications, Web Design and Web Design Technology, bachelor's degree programs of study in Accounting, Business Accounting Technology, Business Administration, Business Management, Construction Management, Criminal Justice, Criminal Justice - Cyber Security, Digital Entertainment and Game Design, Electrical Engineering and Communications Technology, Electronics and Communications Engineering Technology, Information Systems Security, Information Systems and Cybersecurity, Nursing, Project Management, Project Management and Administration, Software Development and a master's degree programs of study in Business Administration.

The following locations are branch campuses of ITT Technical Institute, Indianapolis (Angola Court): Akron, Ohio; Albany, New York; Albuquerque, New Mexico; Arlington, Texas; Arlington Heights, Illinois; Arnold, Missouri; Atlanta, Georgia; Aurora, Colorado; Austin, Texas; Baton Rouge, Louisiana; Bessemer, Alabama; Boise, Idaho; Brooklyn Center, Minnesota; Canton, Michigan; Chantilly, Virginia;

Charlotte North, North Carolina; Charlotte South, North Carolina; Chattanooga, Tennessee; Clive, Iowa; Clovis, California; Columbia, South Carolina; Columbus, Ohio; Concord, California; Cordova, Tennessee; Corona, California; Dayton, Ohio; Dearborn, Michigan; Deerfield Beach, Florida; DeSoto, Texas; Douglasville, Georgia; Duluth, Georgia; Dunmore, Pennsylvania; Durham, North Carolina; Earth City, Missouri; Eden Prairie, Minnesota; Fort Lauderdale, Florida; Fort Myers, Florida; Fort Wayne, Indiana; Getzville, New York; Green Bay, Wisconsin; Greenfield, Wisconsin; Greenville, South Carolina; Hanover, Maryland; Harrisburg, Pennsylvania; Henderson, Nevada; Hialeah, Florida; High Point, North Carolina; Hilliard, Ohio; Houston (North Freeway), Texas; Houston (South Gessner), Texas; Huntington, West Virginia; Indianapolis (N. Shadeland Avenue), Indiana; Jacksonville, Florida; Johnson City, Tennessee; Kansas City, Missouri; Kennesaw, Georgia; Knoxville, Tennessee; Lake Mary, Florida; Las Vegas, Nevada; Lathrop, California; Levittown, Pennsylvania; Lexington, Kentucky; Little Rock, Arkansas; Liverpool, New York; Louisville, Kentucky; Madison, Alabama; Madison, Mississippi; Madison, Wisconsin; Marlton, New Jersey; Maumee, Ohio; Merrillville, Indiana; Mobile, Alabama; Murray, Utah; Myrtle Beach, South Carolina; Nashville, Tennessee; National City, California; Newburgh, Indiana; Norfolk, Virginia; North Charleston, South Carolina; Norwood, Massachusetts; Norwood, Ohio; Oak Brook, Illinois; Oakland, California; Oklahoma City, Oklahoma; Omaha, Nebraska; Orange, California; Orland Park, Illinois; Orlando, Florida; Owings Mills, Maryland; Oxnard, California; Pensacola, Florida; Philadelphia, Pennsylvania; Phoenix (N. 25th Avenue), Arizona; Phoenix (N. 95th Avenue), Arizona; Pittsburgh, Pennsylvania; Plymouth Meeting, Pennsylvania; Portland, Oregon; Rancho Cordova, California; Richardson, Texas; Richmond, Virginia; Salem, Oregon; Salem, Virginia; San Antonio (Northwest Parkway), Texas; San Antonio (NE Loop 410), Texas; San Bernardino, California; San Dimas, California; South Bend, Indiana; Southfield, Michigan; Springfield, Illinois; Springfield, Virginia; St. Petersburg, Florida; St. Rose, Louisiana; Strongsville, Ohio; Swartz Creek, Michigan; Sylmar, California; Tallahassee, Florida; Tampa, Florida; Tarentum, Pennsylvania; Tempe, Arizona; Torrance, California; Troy, Michigan; Tucson, Arizona; Tulsa, Oklahoma; Vista, California; Waco, Texas; Warrensville Heights, Ohio; Webster, Texas; West Chester, Ohio; West Palm Beach, Florida; Westminster, Colorado; Wichita, Kansas; Wilmington, Massachusetts; Wyoming, Michigan; and Youngstown, Ohio.

History of Branch - ITT Technical Institute, San Antonio (NE Loop 410), Texas

ITT Technical Institute, San Antonio (NE Loop 410), opened in May 2012 and now offers associate of applied science degree programs of study in Accounting, Drafting and Design Technology, Electrical Engineering Technology, Network Systems Administration and Software Development and bachelor of science degree programs of study in Electrical Engineering and Communications Technology, Information Systems and Cybersecurity, Project Management and Administration and Software Development.

Accreditation

Accredited by the Accrediting Council for Independent Colleges and Schools to award associate of applied science degrees and bachelor of science degrees and approved to offer non-credit, short-term modules.

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, DC 20002-4241

Telephone: (202) 336-6780

Evidence of the institution's accreditation is on display at the school or may be obtained from the Director.

Approvals

Approved and regulated by the Texas Workforce Commission, Career Schools and Colleges, Austin, Texas.

Qualified for exemption by the Texas Higher Education Coordinating Board, as defined in Chapter 7.3 of the Texas Higher Education Coordinating Board's rules.

Some programs are approved for the training of veterans by the Texas Veterans Commission, Veterans Education Section.

Evidence of the institution's approvals is on display at the school or may be obtained from the Director.

The Center for Professional Development @ ITT Technical Institute

The Center for Professional Development @ ITT Technical Institute ("CPD") offers non-credit, short-term modules focusing primarily on information technology and business learning solutions for career advancers and other professionals. Completion of these modules does not involve the award of college credit, is not transferable toward an academic degree program at ITT Technical Institute or elsewhere, and is primarily intended for continuing education and professional development. These modules are neither college-level coursework, nor do they result in a college-level credential. Additional information about the non-credit, short term modules offered by the CPD is accessible at Web site address www.cpd.itt-tech.edu.

Memberships

Career Colleges and Schools of Texas

The Greater San Antonio Chamber of Commerce

Faculty

General Education

Daniel Chavez, Adjunct Instructor
A.A.S., El Paso Community College;
B.B.A., M.A., University of Texas at El Paso;
M.B.A., University of Phoenix

Daniel Farias, Adjunct Instructor
B.A., M.A., Our Lady of the Lake University

Karen Goins, Adjunct Instructor
B.S., Purdue University;
M.A., Jones International University

Kenneth Haynie, Adjunct Instructor
B.S., University of Maryland;
M.A., Liberty University;
Th.D., Andersonville Theological Seminary

Denise Monreal, Adjunct Instructor
B.A., M.A., St. Mary's University;
Ph.D., Our Lady of the Lake University

Candelario Ramirez III, Adjunct Instructor
B.A., M.S., Texas A&M International University

Salvador Rodriguez, Adjunct Instructor
B.S., University of Texas at El Paso;
M.A., The George Washington University

Jimmy Serna, Adjunct Instructor
A.A., Pensacola Junior College;
B.S., University of West Florida;
M.S., University of Arkansas

Tia Steele, Adjunct Instructor
B.B.A., M.B.A., Wayland Baptist University

School of Information Technology

George Cunningham, Chair, School of Information Technology
B.S., Bentley University

Information Systems and Cybersecurity Program (Bachelor of Science Degree)

Denise Monreal, Adjunct Instructor
B.A., M.A., St. Mary's University;
Ph.D., Our Lady of the Lake University

William Patrick, Adjunct Instructor
A.A.S., Community College of the Air Force;
B.S., Park University;
M.B.A., Wayland Baptist University

Michael Wulczyn, Adjunct Instructor
A.A.S., B.S., Grantham University;
M.S., Harvard University;
M.S., Walden University

Software Development Program (Bachelor of Science Degree)

Please see the school Director for a listing of faculty.

Network Systems Administration Program (Associate of Applied Science Degree)

George Cunningham, Chair, School of Information Technology
B.S., Bentley University

William E. Hill, Adjunct Instructor
B.S.O.E., Southwest Texas State University

Robert McCullar, Adjunct Instructor
A.A.S., ITT Technical Institute;
B.S., Wayland Baptist University

Steven Paul Miller, Adjunct Instructor
B.S., West Virginia University;
M.S., St. Mary's University

John Morales, Adjunct Instructor
B.S., University of Houston;
M.E., University of Texas

William Patrick, Adjunct Instructor
A.A.S., Community College of the Air Force;
B.S., Park University;
M.B.A., Wayland Baptist University

Johnathan Winters, Adjunct Instructor
A.A.S., University of Phoenix;
B.A., M.A., The American InterContinental University

Michael Wulczyn, Adjunct Instructor
A.A.S., B.S., Grantham University;
M.S., Harvard University;
M.S., Walden University

Software Development Program (Associate of Applied Science Degree)

Please see the school Director for a listing of faculty.

School of Electronics Technology

Electrical Engineering and Communications Technology Program (Bachelor of Science Degree)

Please see the school Director for a listing of faculty.

Electrical Engineering Technology Program (Associate of Applied Science Degree)

John Denny, Adjunct Instructor
B.S., Grantham University;
M.S., Western International University

William C. Harrison, Adjunct Instructor
B.S., M.S., Texas State University San Marcos

William E. Hill, Adjunct Instructor
B.S.O.E., Southwest Texas State University

Danny L. Logan, Adjunct Instructor
A.A.S., Community College of the Air Force;
B.S., University of Central Missouri;
M.S., Trident University

Robert McCullar, Adjunct Instructor
A.A.S., ITT Technical Institute;
B.S., Wayland Baptist University

Steven Miller, Adjunct Instructor
B.S., West Virginia University;
M.S., St. Mary's University

Johnathan Winters, Adjunct Instructor
A.A.S., University of Phoenix;
B.A., M.A., The American InterContinental University

School of Drafting and Design

Drafting and Design Technology Program (Associate of Applied Science Degree)

Christopher Blackwell, Adjunct Instructor
A.A.S., B.S., ITT Technical Institute

Rene Diaz, Adjunct Instructor
A.A.S., B.S., ITT Technical Institute

Steven Spence, Adjunct Instructor
A.A.S., B.S., ITT Technical Institute

Sophia M. Williams, Adjunct Instructor
A.A.S., ITT Technical Institute;
B.S., Westwood College Online

School of Business

Project Management and Administration – Project Management and Administration Option, Construction Option and Information Technology Option (Bachelor of Science Degree)

Please see the school Director for a listing of faculty.

Accounting Program (Associate of Applied Science Degree)

Eric H. Conley, Adjunct Instructor
B.S., Columbia College;
M.B.A., Embry-Riddle Aeronautical University

Tia Steele, Adjunct Instructor
B.B.A., M.B.A., Wayland Baptist University

General Studies/Technical Basic

William C. Harrison, Adjunct Instructor
B.S., M.S., Texas State University San Marcos

Kenneth Haynie, Adjunct Instructor
B.S., University of Maryland;
M.A., Liberty University;
Th.D., Andersonville Theological Seminary

Denise Monreal, Adjunct Instructor
B.A., M.A., St. Mary's University;
Ph.D., Our Lady of the Lake University

Steven Spence, Adjunct Instructor
A.A.S., B.S., ITT Technical Institute

Tia Steele, Adjunct Instructor
B.B.A., M.B.A., Wayland Baptist University

NOTE: Any faculty assigned to a student's class may be changed from time to time in the school's discretion.

Administration

Barry Bailey, Director/Dean
A.S., Citrus College;
B.S., University of San Francisco;
M.B.A., University of Redlands

Sylvia Astorga, Manager of Recruitment
B.S., Wayland Baptist University

John Ridlon, Director of Finance/Registrar
A.A.S., St. Phillip's College;
B.B.A., McKendree College;
M.B.A., Webster University

Cidalin Rojas Monreal, Director of Career Services
A.A.S., Del Mar College;
B.S., Texas A&M University Corpus Christi

Bradley Howell, Financial Aid Coordinator
B.A., Angelo State University

Jason Mitchell, Systems Support Technician
A.A.S., B.S., ITT Technical Institute

Advisory Committees

School of Information Technology

Please see the school Director for a listing of Advisory Committee members.

School of Electronics Technology

Please see the school Director for a listing of Advisory Committee members.

School of Drafting and Design

Please see the school Director for a listing of Advisory Committee members.

School of Business

Please see the school Director for a listing of Advisory Committee members

Physical Facility Description

The building provides 20,378 square feet of usable space. There are classrooms and laboratories, a learning resource center, a student lounge and administrative offices in this modern facility. Ample parking space is provided and the building is equipped to accommodate disabled individuals. Please see the Disabled Applicants and Students section of this catalog for further information. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

Statement of Ownership

ITT Technical Institute, San Antonio (NE Loop 410), is one of a network of co-educational, non-denominational private postsecondary educational institutions owned and operated by ITT Educational Services, Inc., a Delaware corporation.

ITT Educational Services, Inc. Corporate Officers and Directors

Kevin M. Modany	Chief Executive Officer
John E. Dean	Executive Chairman of the Board
Eugene W. Feichtner	President and Chief Operating Officer
Rocco F. Tarasi	Executive Vice President, Chief Financial Officer
June M. McCormack	Executive Vice President and President, Online Division
Ryan L. Roney	Executive Vice President, Chief Administrative and Legal Officer
Glenn E. Tanner	Executive Vice President, Chief Marketing Officer
David E. Catalano	Senior Vice President, Business Development
Shawn J. Crawford	Senior Vice President, Chief Compliance Officer
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Jill M. Minnick	Senior Vice President, Marketing
John E. Montgomery	Senior Vice President, Program Management Office
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Richard G. Zeeman	Senior Vice President, Operations
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Karen Carozzi	Vice President, Recruitment
Nicole A. Elam	Vice President, Government Relations
Dean C. Kempster	Vice President, Chief Academic Officer, ITT Technical Institute
David J. Kleiman	Vice President, Management Information Systems
Elizabeth A. Moore	Vice President, External Communications Strategy
Shantanu A. Phadnis	Vice President, Online Division
Michael A. Quesada	Vice President, IT Infrastructure
Amy M. Rusiloski	Vice President, Career Services
C. David Brown III	Director
Jerry M. Cohen	Director
John F. Cozzi	Director
John E. Dean	Director
James D. Fowler, Jr.	Director
Joanna T. Lau	Director
Thomas I. Morgan	Director
Samuel L. Odle	Director
Vin Weber	Director



ITT Technical Institute

STUDENT HANDBOOK

San Antonio East
September 2015

MISSION STATEMENT

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate, graduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers career-related educational programs that integrate life-long learning with knowledge and skills to help students:

- Pursue their personal interests and objectives;
- Develop intellectual, analytical and critical thinking abilities; and
- Provide service to their communities.

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

FROM THE CHIEF ACADEMIC OFFICER

Congratulations on your decision to pursue your education at ITT Technical Institute. Your decision to increase your knowledge can help you positively affect your future.

During your enrollment, you will be challenged by your instructors to accomplish predetermined goals that can help you develop knowledge and skills to prepare for a career in a variety of fields involving your program of study. During my experience in education, I have observed that a person's attitude is the single most important determinant of success. A positive can-do attitude, both during your educational experience and your employment, can help lead you to further growth. You are now a member of the lifelong learning community.

Scientific research has shown that there are five keys to achieving your maximum potential. These five keys can help you unlock opportunities for future growth and happiness.

The first of these keys is to **clarify your vision**, to determine what is important to you and what it is you want. When you know what you want, you will be able to make better decisions. It can help you better determine whether a choice will lead you closer to or take you farther from your ideal.

The second of these keys is to **be positive**; to develop a positive self-image by knowing that you have what it takes to be a success. You have the ability to be creative and find solutions if only you allow yourself to do so.

The third of these keys is to **become goal oriented**. Having and living toward specific, measurable, attainable and realistic goals can help you become resilient and overcome the obstacles that otherwise could make realizing your vision more difficult.

The fourth of these keys is to **take action**. Goals without action are only wishes. You have already taken action toward your career goals by seeking knowledge at ITT Technical Institute. Don't let fear of success keep you from taking the actions you need to take.

The fifth of these keys is to **build relationships**. Individuals are most effective when they build relationships with other people who share similar visions and goals. The staff at ITT Technical Institute will be there to assist you as you work toward realizing your vision.

Good Luck as you learn, grow and pursue your goals!

Dean Kempter
Chief Academic Officer

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Health Information Technology Program (where applicable) *

Wisconsin Department of Health and Family Services Disclosures (Wisconsin Only)

* Not every campus has every school of study or offers all of the programs within a particular school of study. Please refer to the particular ITT Technical Institute campus' school catalog for details on the schools of study at that campus.

LIST OF AVAILABLE INFORMATION

The following information can be obtained by current and prospective students, at any time upon request from the individual or Department identified.

1. The refund policy with which the school is required to comply. This information is contained in the School Catalog and Enrollment Agreement, and can also be obtained from the school's Finance Department.
2. A summary of the requirements under 34 CFR Section 668.22 for the return of grant or loan assistance received under any federal student aid programs under Title IV of the Higher Education Act of 1965, as amended ("Act"). This information is contained in the School Catalog and Enrollment Agreement, and can also be obtained from the school's Finance Department.
3. Procedures for officially withdrawing from the school. This information can be obtained from the school's Registrar.
4. The ITT Technical Institute Safety and Security Policies with Crime Statistics report. This report contains, among other things:
 - statistics of crimes that have occurred on campus;
 - school policies on reporting crimes and other emergencies that occur on campus;
 - school policies concerning security of and access to campus facilities;
 - school policies concerning campus law enforcement;
 - a description of the type and frequency of programs regarding campus security procedures and practices;
 - a description of the program on crime prevention;
 - school policies and programs on illegal drugs and alcohol;
 - school policies regarding sexual assault;
 - where information on registered sex offenders can be obtained;
 - school policies on emergency response and evacuations; and
 - school policies on missing student notification procedures.

A copy of this report is posted at http://info.itt-tech.edu/campus_safety/Pages/default.aspx and a paper copy can be obtained from the school's Registrar.

5. A description of all federal, state, private, and institutional student financial assistance programs available at the school to students who may qualify, including:
 - the procedures by which students apply for assistance;
 - the forms by which students apply for assistance;
 - the eligibility requirements;
 - the criteria for selecting recipients;
 - the criteria for determining the amount of aid awarded;
 - the method by which disbursement will be made and the frequency of payment;
 - the rights and responsibilities of students receiving financial assistance;
 - criteria for continued student eligibility;
 - the standards which the student must maintain to be considered making satisfactory academic progress;

- the criteria by which the student who has failed to make satisfactory academic progress may re-establish eligibility for aid;
- the terms of any loans received by the student as part of the student's financial assistance package;
- a sample loan payment schedule and the necessity for repaying loans;
- the general conditions and terms applicable to any employment provided to the student as part of the student's financial assistance package;
- entrance and exit counseling information; and
- the terms and conditions of the federal student loans available to students at the school who qualify.

This information can be obtained from the school's Finance Department.

6. The school's completion and retention rates. This information can be obtained from the school's Director of Career Services.
7. The cost of attending the school. This information can be obtained from the school's Finance Department.
8. Tuition and fees charged. This information can be obtained from the school's Finance Department.
9. Estimates of necessary books, tools and supplies. This information can be obtained from the school's Finance Department.
10. Estimates of transportation costs for commuting students or for students living on or off campus. This information can be obtained from the school's Finance Department.
11. Any additional cost of a program in which the student is enrolled or expresses a specific interest. This information can be obtained from the school's Finance Department.
12. The academic program(s) offered at the school, including the current degree programs and other educational and training programs. This information can be obtained from the school's Dean or School and Program Chairs.
13. The school's instructional, laboratory and other physical facilities which relate to the academic program(s). This information can be obtained from the school's Dean.
14. The school's faculty and other instructional personnel. This information can be obtained from the school's Dean.
15. Any plans by the school for improving the academic program(s) of the school. This information can be obtained from the school's Dean.
16. The names and associations, agencies or governmental bodies that accredit, approve, or license the school and its programs and the procedures by which documents describing that activity may be reviewed. This information can be obtained from the school's Director.
17. A description of any special facilities and services available to disabled students, including students with intellectual disabilities. This information can be obtained from the school's Director who is also the school's Student Disability Coordinator and coordinates compliance with Section 504 of the

Rehabilitation Act of 1973 and its regulations.

18. The Family Educational Rights and Privacy Act Notification. This information is contained in this Student Handbook and the School Catalog. A copy of the policy can be obtained from the school's Dean.
19. The school's policies and sanctions related to copyright infringement. This information is contained in this Student Handbook and can be obtained from the school's Director.
20. The student body diversity at the school. This information is contained in this Student Handbook and can be obtained from the school's Director.
21. Graduate employment rate information, including the types of employment obtained by the school's graduates. This information can be obtained from the Career Services Department.
22. Types of graduate and professional education in which graduates of the school's bachelor degree programs have enrolled. This information can be obtained from the Career Services Department.
23. The school's vaccination policy for students. This information is contained in this Student Handbook and can be obtained from the school's Director.

The "Who To See" section of this Student Handbook also contains a list of subjects and the corresponding school personnel who can provide information on each subject.

WHO TO SEE

Subject	School Personnel
Academic Programs	Dean School and Program Chair(s)
Academic Advising	Dean and Associate Dean(s) School and Program Chair(s)
Accreditation and Licensing	Director
Alcohol and Drug Policy	Dean
Class Schedule	Registrar
Community Resources	Dean
Completion, Retention and Graduate Employment Rate Information	Director of Career Services
Copyright Infringement Policy	Director
Cost of Attendance and Financial Aid	Director of Finance
<ul style="list-style-type: none"> · Description of Federal, State, Private and Institutional Student Financial Assistance Programs Available at the School · Estimated Cost of Attendance · Estimated Cost of Tools · Estimated Transportation Costs · Financial Aid Advising · Refund Policy · Return of Federal Loan or Grant Assistance · Student Account Information · Tuition and Fees 	Financial Aid Coordinators
Family Educational Rights and Privacy Act	Dean
Faculty	Dean
Graduate and Professional Education Pursued by the School's Bachelor Degree Graduates	Director of Career Services
Institutional Facilities	Dean
Learning Resource Center	Dean
Lost and Found	Dean
Program or Course Charges or Withdrawals	Registrar
Safety and Security Policies and Crime Statistics	Registrar
Servicemember Coordinator and Notice of Service and Intent to Return	Registrar
Student Car Pooling/Transportation Assistance	Director of Career Services
Student Disability Coordinator (also known as the Section 504 Coordinator)	Director
Student Diversity	Director
Student Housing Assistance	Director of Career Services
Substance Abuse Prevention Coordinator	Dean or Associate Dean
Student Employment Assistance	Director of Career Services
Title IX Coordinator	Director
Vaccination Policy	Director
Voter Registration	Dean or Associate Dean

GENERAL POLICIES

The following rules and policies apply to all members of ITT Technical Institute's student body.

ACADEMIC DISHONESTY

ITT Technical Institute defines academic dishonesty as the "submission of work completed by another person as your own." All ideas, words or work from others that are included in a student's submitted work must be identified and cited. Failure to appropriately identify the ideas, words or work of others included in a student's work is considered academic dishonesty and violates the conduct section of the School's Catalog. Academic dishonesty may result in a zero on the graded activity, suspension and/or termination from one or more of the courses the student is taking or the student's entire program of study at the school.

Ideas, words or work that require citation include, but are not limited to, hard copies or electronic publications, whether copyrighted or not, and visual and verbal communication that clearly originates from an identifiable source. This policy applies to all courses whether taught in residence or online and all sources whether electronic or hardcopy.

It is academically unethical and unacceptable to:

- submit work completed in whole or in part by another person as if it were your own;
- restate or paraphrase another writer's work without acknowledging the source;
- copy another student's homework and submit the work as if it were the product of your own labor;
- attempt to gain an advantage through the use of crib sheets, hidden notes, viewing another student's paper, revealing the questions or answers on exams or quizzes to other students or viewing quiz or exam questions obtained by another student; and
- store or communicate information not distributed to students through the use of electronic devices, recording devices, cellular telephones, headsets or portable computers.

ACADEMIC PROGRAMS-IMPROVEMENT AND CHANGES

Improvement to ITT Technical Institute's curriculum is an ongoing process. The Institution's Curriculum Department receives input from faculty members, staff, students, graduates, and employers of graduates through the use of surveys, local Advisory Committee meetings, national curriculum committees and outside consultants. It then updates existing programs and adds new programs, including updating textbooks and equipment to support new techniques that meet the ever-changing work environment in which our graduates are employed.

ADVISING

The student must receive academic, attendance, and/or financial aid advising from the school, as the school deems necessary in its discretion. Students should contact the School and Program Chair(s), Associate Dean(s) or Dean for academic and attendance advising. The Director of Finance and Financial Aid Coordinator(s) conduct financial aid advising.

Instructors in online courses are available for class communications, tutoring and/or student advising at least six days per week by e-mail. They will respond to messages within 72 hours. Academic Service Representatives and Program Managers are also available for assistance with issues related to online courses.

ALCOHOL AND DRUG POLICY

The school makes available information on drug awareness to all students through the Substance Abuse Prevention Coordinator. In compliance with the Drug Free Schools and Communities Act, as amended, a copy of the school's Alcohol and Drug Policy is printed below to assure that all students at ITT Technical Institute are aware of the standards of conduct with respect to alcohol and drugs that affect them.

The possession, use, and/or sale of alcohol and/or drugs on any part of the school's premises or at any school-sponsored event are prohibited. Students using illegal drugs or alcohol on any part of the school's premises or at any school-sponsored event will be terminated from the school and/or referred to appropriate rehabilitation agencies. Students selling drugs on any part of the school's premises or any school-sponsored event will be terminated from school and referred to the appropriate legal authorities for prosecution. See "Suspension and Reinstatement of Eligibility for Federal Student Financial Aid as a result of Drug-Related Offenses" contained herein for additional information concerning how drug related convictions may impact your ability to obtain Student Financial Aid. The school will also make available information on the health risks associated with the use of illicit drugs and the abuse of alcohol. This information is available from the Substance Abuse Prevention Coordinator.

The Realities of Drug and Alcohol Abuse

Economic Realities (2014 Information)

- Substance abuse costs American society over \$193,000,000,000 each year.
- American businesses suffered a productivity loss of over \$120 billion in 2007 due to labor participation cost, participation in drug abuse treatment, incarceration, and premature death.
- Frequent drinking is associated with absenteeism, tardiness, leaving work early and poor coworker relationships.

Criminal Realities

- In 2009 almost 1.7 state and local arrest for drug abuse violations.
- Approximately 60% of individuals arrested for most types of crimes test positive for illegal drugs at arrest.
- Alcohol and drugs weaken the brain mechanisms that normally restrain impulsive behaviors, including inappropriate aggression.

Medical Realities

- There is a strong correlation between alcohol use and cancers of the mouth, larynx, pharynx, and esophagus.
- The correlation between alcohol and oral cancer is even more pronounced for those who use alcohol and tobacco.
- There is a significant negative impact on the health of children who are exposed to illegal drugs or nicotine who grow up in a household where drugs and tobacco are abused.

Drug Usage Realities

- The use of marijuana, cocaine and opiates continues to rise in the United States.
- Marijuana is the nation's most commonly used illicit drug.
- Adults 18-25 years old have higher cocaine use than any other age group.

For additional information see: 1998 National Institute of Drug Abuse Report to Congress National Institute on Drug Abuse and the National Institute on Alcohol and Alcohol Abuse www.nida.nih.gov; and U.S. Drug Enforcement Administration website at <http://www.dea.gov/index.shtml>; and Bureau of Justice Statistics, <http://www.bjs.gov/>.

Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance

21 U.S.C. 844(a)

1st conviction: Up to 1 year imprisonment and fined at least \$1,000 but not more than \$100,000, or both.

After 1 prior drug conviction: At least 15 days in prison, not to exceed 2 years and fined at least \$2,500 but not more than \$250,000, or both.

After 2 or more prior drug convictions: At least 90 days in prison, not to exceed 3 years and fined at least \$5,000 but not more than \$250,000, or both.

21 U.S.C.853 (a)(2) and 881(a)(7)

Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than 1-year imprisonment. (See special sentencing provisions re: crack.)

21 U.S.C. 881(a)(4)

Forfeiture of vehicles, boats, aircraft, or any other conveyance used to transport or conceal a controlled substance.

21 U.S.C. 844a

Civil fine of up to \$10,000 (pending adoption of final regulations.)

18 U.S.C. 922(g)

Ineligible to receive or purchase a firearm.

Miscellaneous

Revocation of certain federal licenses and benefits, e.g., pilot licenses, public housing tenancy, etc, are vested within the authorities of individual Federal agencies.

(NOTE: These are only federal penalties and sanctions. Additional state and local penalties and sanctions may also apply.)

ANTI-HARASSMENT POLICY

It continues to be the policy of ITT Technical Institute that sexual harassment of students or applicants for admission in any form is unacceptable conduct, which will not be tolerated. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the school of sexually suggestive objects or pictures, sexually explicit or offensive jokes, physical assault and other verbal, visual or physical conduct of a sexual nature. No student, applicant, faculty member or other employee of ITT Technical Institute shall threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's application, enrollment, grades, studies or educational experience at ITT Technical Institute. Similarly, no faculty member or other employee of ITT Technical Institute shall promise, imply, or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Other types of harassment that will not be tolerated include any unwanted or unwelcome words, gestures or actions of a persistent or offensive nature involving any person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status. Harassment of this nature also includes any conduct, whether verbal, visual or physical, relating to or involving a person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status that is sufficiently pervasive or severe to: (i) unreasonably interfere with a student's education at the school or a student's admission to a program offered by the school; or (ii) create an intimidating, hostile or offensive learning environment for students.

Any student or applicant who feels that he or she is a victim of prohibited harassment (including, but not limited to, any of the conduct listed above) by any student, applicant, faculty member or other ITT Technical Institute employee, or visitor or invitee of the school in connection with the educational experience offered by ITT Technical Institute should, as described in the Student Complaint/Grievance Procedure section, bring the matter to the immediate attention of the school Director, at the telephone number specified in the school catalog. A student or applicant who is uncomfortable for any reason in bringing such a matter to the attention of the school Director, or who is not satisfied after bringing the matter to the attention of the school Director, should report the matter to the Senior Vice President and Chief Compliance Officer, ITT Educational Services, Inc. ("ITT/ESI") at (800) 388-3368. Any questions about this policy or potential prohibited harassment should also be brought to the attention of the same persons.

ITT Technical Institute will promptly investigate all allegations of prohibited harassment in as confidential a manner as the school deems reasonably possible and take appropriate corrective action, if warranted.

AVAILABILITY OF COURSE MATERIALS

Students enrolled on a resident campus will receive books for both online and on campus courses at the campus. Course materials for online courses offered through the Indianapolis online program will be mailed to the student prior to the start of the course. Materials for all courses the student is registered to take in the quarter will be mailed together prior to the start of that quarter. Online materials for online courses will not be made available more than ten (10) days prior to the start of the course.

BIAS-RELATED CRIME PREVENTION INFORMATION (NEW YORK)

In compliance with Article 129-A of the New York State Education Law, information about bias-related crime prevention is printed below in order to assure that all students at ITT Technical Institute are aware of the laws, penalties and standards of conduct with respect to these crimes.

What is a Hate Crime?

In enacting the Hate Crimes Act of 2000, the New York Legislature found that:

Criminal acts involving violence, intimidation and destruction of property based upon bias and prejudice have become more prevalent in New York state in recent years. The intolerable truth is that in these crimes, commonly and justly referred to as “hate crimes”, victims are intentionally selected, in whole or in part, because of their race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation.

A hate crime is committed when a person commits a specified offense *and intentionally selects the person against whom the crime is committed* in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct. A hate crime is also committed when a person commits a specified offense and *intentionally commits the act or acts constituting the offense* in whole or in substantial part because of such belief or perception.

For purposes of this definition, specified offenses include the following offenses, or any attempt or conspiracy to commit the following offenses:

- assault in the first, second or third degree;
- aggravated assault upon a person less than 11 years old;
- menacing in the first, second or third degree;
- reckless endangerment in the first or second degree;
- manslaughter in the first or second degree;
- murder in the second degree;
- stalking in the first, second, third or fourth degree;
- rape in the first degree;
- criminal sexual act in the first degree;
- sexual abuse in the first degree;
- aggravated sexual abuse in the first or second degree;
- unlawful imprisonment in the first or second degree;
- kidnapping in the first or second degree;
- coercion in the first or second degree;
- criminal trespass in the first, second or third degree;
- burglary in the first or second degree;
- criminal mischief in the first, second, third or fourth degree;

- arson in the first, second, third or fourth degree;
- petit larceny;
- grand larceny in the first, second, third or fourth degree;
- robbery in the first, second or third degree;
- harassment in the first degree; or
- aggravated harassment in the first or second degree.

Penalties for Hate Crimes

The Hate Crimes Act generally provides that when a person commits a hate crime, the penalty to which he or she will be sentenced will generally be longer than if the person had committed the same specified offense without the hate crime.

Procedures

Victims of hate crimes are encouraged to report the offense as soon as possible after the incident. The school Director can provide information regarding assistance, resources and options of action available to the victim. The information provided by the Director will include the availability of counseling and other support services in the community. Counseling services are not available at the school. In addition, victims of hate crimes are reminded of their right to report the matter directly to local law enforcement officials.

Reports received by the school of alleged hate crimes perpetrated by enrolled students or school employees will be forwarded to the school Director, who will refer the matter to local law enforcement officials. In addition to the criminal penalties described above under “Penalties for Hate Crimes”, the school may also impose sanctions against students or employees found guilty of hate crimes. For students, these sanctions may include, without limitation, suspension or termination from the school. For employees, these sanctions may include, without limitation, suspension or termination of employment.

ITT Technical Institute issues, on an annual basis, a *Safety and Security Policies and Crime Statistics Report*, which discloses, among other things, information about the school’s safety and security policies and procedures.

BULLETIN BOARDS AND ANNOUNCEMENTS

Official notices from the faculty and administration are posted on bulletin boards. Students are expected to periodically review the official school notices posted on the bulletin boards, read the notices and comply with the notices. Notices of available jobs and housing are posted on the Career Services bulletin board. If you wish to post a notice of saleable items, please talk to an Associate Dean or Dean.

Official notices to online students from the administration are posted in the Announcements page of the ITT Technical Institute Online Programs Website <http://www.distance-education.itt-tech.edu/itt/clikslogin>. Students are required to periodically review the posted official notices, read the notice, and comply with the notices. Within each online course, faculty will use the Course Announcements area to post important information specific to their courses. Students are required to read and comply with notices posted by the faculty. See also Student Portal herein.

CAMPUS SEX CRIMES PREVENTION ACT NOTICE

For information on the Campus Sex Crimes Prevention Act Notice, see “Safety and Security Policies and Crime Statistics Reports” contained herein.

CHILDREN

Children of students may not be brought into the school while the student is in class. The school is not responsible for the safety of children on school premises. Please contact your instructor should childcare responsibilities prevent you from attending class.

COMMUNITY RESOURCES

Information about Community Resources such as Alcoholics Anonymous, Al-Anon, and other related groups is set forth below

Organization	Website	Phone Number
Alcoholics Anonymous	www.aa.org	1 (800) 234-0246
Al-Anon	www.al-anon.org	1 (888) 425-2666
Cocaine Anonymous	www.ca.org	1 (800) 347-8998
Drug and Alcohol Abuse Hotline	www.nida.nih.gov	1 (800) 234-0420
Family and Children’s Services	www.acf.hhs.gov	1 (800) 222-8000
HIV/AIDS	www.AIDS.gov	See website
Men’s Health	www.health.nih.gov	See website
Narcotics Anonymous	www.na.org	See website
Obesity	www.obesity.org	See website
Rape Crisis Center	www.therapeccrisiscenter.org	1 (888) 366-1640
Women’s Health	www.womenshealth.gov	1 (800) 994-9662

Please see the Dean for additional information concerning Community Resources that may be available to you.

COMPLETION AND RETENTION RATES

ITT Technical Institute provides completion and retention rate information, categorized by gender, ethnicity and the percentage of students receiving federal grants and loans, in the “Completion and Retention Rate Disclosure” which can be found in the Appendix attached hereto.

COMPUTER AND ELECTRONIC INFORMATION POLICY

Introduction

ITT Technical Institute, in furtherance of its educational objectives, provides computing and network services, usually without charge as part of the tuition and fees, to its educational community. These services and the hardware associated with providing them are all considered part of the campus infrastructure and are the property of ITT Technical Institute. The following guidelines reflect ITT Technical Institute's policy for responsible use of these services and resources. This policy should be used in connection with ITT Technical Institute's other existing policies, including those regarding discrimination, harassment, and equal opportunity. Those policies can be found in the School Catalog and in this Student Handbook. The following policy statements do not constitute a contract and ITT Technical Institute reserves the right to change them at any time. Failure to abide by this policy may result in revocation of computing and network privileges and/or disciplinary action.

Authorized Use of ITT Technical Institute Resources

- a) Use of ITT Technical Institute's computing and network systems is limited to authorized users (i.e., students admitted and attending classes, faculty and staff only).
- b) User network IDs, computer sign-ons and passwords are the property of ITT Technical Institute and should never be shared. A user must use only his or her own network ID, computer sign-on or password and should never provide his or her network ID, computer sign-on or password to any other user.
- c) ITT Technical Institute's resources or private computer hardware connected to ITT Technical Institute's computer systems must not be used to provide access to any ITT Technical Institute's network to anyone who is not an authorized user. No ITT Technical Institute resources may be used to route non-ITT Technical Institute network traffic through any ITT Technical Institute computer system without the prior written consent of ITT Technical Institute.
- d) All usage of ITT Technical Institute's computing resources, networks, and software is to be made for legitimate educational, research, or employment purposes related to ITT Technical Institute. Any commercial or other use of ITT Technical Institute's computing resources, networks, or software is strictly prohibited.
- e) If ITT Technical Institute receives any evidence of any violation of this policy, security breach or use of ITT/ESI resources for an illegal purpose (including the unauthorized use of copyrighted materials or licensed software), ITT Technical Institute may terminate the user's network access without consent or notice and impose other disciplinary action.

Electronic Mail

- a) All electronic mail ("e-mail") accounts and the contents thereof are the property of ITT Technical Institute.
- b) ITT Technical Institute uses its e-mail system to communicate important information to students. Students should check their e-mail account frequently.
- c) E-mail messages should not be regarded as private, and ITT Technical Institute cannot guarantee the confidentiality of e-mail messages for many reasons, including the following: e-mail messages may

be saved indefinitely on the receiving computer, e-mail messages can be intentionally or accidentally forwarded to non-intended recipients, and e-mail messages may be improperly delivered by an e-mail system.

- d) ITT Technical Institute, although it does not regularly monitor e-mail communications, reserves the right to inspect, monitor, disclose or discontinue e-mail communications without consent or notice when consistent with and/or required by law; when there is evidence or reason to believe violations of law or ITT Technical Institute policy are taking or have taken place; or when computer maintenance or operational concerns require such action.
- e) ITT Technical Institute e-mail services may not be used for: unlawful activities; commercial purposes (whether or not under the auspices of ITT Technical Institute); personal financial gain; or any other use that violates any other ITT Technical Institute policy or guideline, including any policy regarding intellectual property or regarding sexual or other forms of harassment.
- f) Each user must properly identify himself or herself as the originator of all e-mail messages he or she sends and shall not employ any false identity on e-mail messages. Users shall also not give the impression that they are representing or otherwise making statements on behalf of ITT Technical Institute unless appropriately authorized to do so.
- g) Users shall not be permitted to send unsolicited "junk" e-mail or mass electronic mailings or chain letters without a legitimate ITT Technical Institute educational purpose.
- h) ITT Technical Institute e-mail systems are intended for purposes related to ITT Technical Institute's educational mission. Incidental personal uses of the e-mail system may be made, however, provided such use does not: (1) burden ITT Technical Institute with noticeable incremental cost; (2) violate any provision of this policy; or (3) otherwise interfere with the operation of ITT Technical Institute's computing and network services. Users should be aware that such personal communications are not private and are subject to the same conditions as all other e-mail, as described above.

Software Use

ITT Technical Institute makes a variety of software programs and applications available to the authorized users of its computing systems. This software is generally licensed to ITT Technical Institute. Failure to adhere to the terms of such licenses can subject violators to legal action and can jeopardize ITT Technical Institute's ability to procure such software for its users. Users of ITT Technical Institute's computing systems must adhere to the following guidelines:

- a) Users should ensure they are covered by the appropriate site-license for each software program or application they use. To determine whether you are an authorized user, contact the Dean.
- b) Unauthorized copying of software is illegal and strictly prohibited, even when such software is not protected against copying. There is generally a no "fair use" provision for copying software. ITT Technical Institute's software licenses do not permit you to obtain a copy of any of its software programs for your use or installation on any computer.
- c) Software must not be removed or copied from any ITT Technical Institute hardware or system without prior written authorization from the Dean.
- d) Personal software must not be installed or downloaded from the internet onto any ITT Technical Institute hardware or system without written authorization from the Dean.

Internet Use and Creation of Web Pages

All use and access of the Internet from ITT Technical Institute's computing systems is subject to the following guidelines:

- a) Access to pornographic, gambling, "hate speech", or similar web sites is strictly prohibited. Web sites accessed by ITT Technical Institute's computing systems users may be monitored.
- b) The Dean must authorize any web page created. Each such web page must include contact information, including an e-mail address, of the writer or publisher on each page.
- c) Creation of any web page must comply with copyright laws for all content, including photographs, illustrations, and other graphic images that were created by others. Downloading an image from any web site without permission usually violates copyright law. See also "Copyright Infringement is Prohibited" contained herein.
- d) Any personal, club or organization web page created must be clearly marked with a legend indicating that such page is personal in nature and does not represent the views or opinions of ITT Technical Institute.
- e) While ITT Technical Institute does not typically provide editorial review of web pages, ITT Technical Institute reserves the right to edit or terminate such pages at any time to comply with third party complaints, any applicable law or regulation, or computer and network management concerns.

Proper and Responsible Use of ITT Technical Institute Computing Systems

- a) Users of ITT Technical Institute's computing systems must respect the privacy and rules governing all information accessible through the systems. For example, users must not intentionally seek information on, obtain copies of or modify files, tapes or passwords belonging to other users or ITT Technical Institute available on ITT Technical Institute's computing systems.
- b) Users of ITT Technical Institute's computing systems must respect the finite capacity of the computing systems. For example, users shall limit usage of the computing systems so as to not interfere with the usage of others and must not use the computing systems for profit-making or fund-raising activities without specific prior written authorization from the Dean to do so.
- c) Users of ITT Technical Institute's computing systems must respect the integrity of the computing systems. For example, users must not download, transmit, or install any virus, Trojan horse, worm, or other potentially destructive code on any ITT Technical Institute computing system.
- d) Users of ITT Technical Institute's computing systems must ensure that their usage of such systems complies with all applicable local, state and federal laws.

COPYRIGHT INFRINGEMENT IS PROHIBITED

Copyright laws protect original works of authorship. The owner of a copyright has the exclusive right to the original work, including the right to copy the work, distribute the work, display or perform the work publicly, and create derivative works. A copyright interest attaches to an original work that is “fixed in any tangible medium of expression,” including traditional works like books, photographs, architectural drawings, music, drama and sculpture, as well as works affected by new technologies, like movies, electronic media, web pages, software, multimedia works and databases. The use of file-sharing networks to download and share copyrighted works without permission from the copyright owner – like software, music, movies, TV shows, games and images – violates copyright laws. Both the person who makes an illegal copy of a copyrighted work available and the person who receives or downloads an illegal copy have violated the copyright laws. In most instances, a student must obtain permission from the copyright owner in order to copy, distribute, display or perform a copyrighted work in any medium for any purpose.

Any copyright infringement, including, without limitation, distribution of copyrighted material through unauthorized peer-to-peer file sharing, in connection with a student’s enrollment in a program of study at the school or conducted by a student through the use of any of the school’s equipment or information systems is prohibited and violates both the Conduct section of the School Catalog and the law. Any student who engages in copyright infringement will be subject to discipline by the school, which may include, without limitation, the suspension or termination from one or more courses the student is taking or the student’s entire program of study at the school and the referral to the proper authorities. Copyright infringement may also subject the student to civil and criminal liabilities. A summary of the penalties for violating federal copyright laws include:

- unlimited actual damages proven for each act of copyright infringement;
- up to \$30,000 for each act of copyright infringement that is determined not to be willful;
- up to \$150,000 for each act of copyright infringement that is determined to be willful; and
- criminal penalties.

CREDIT FOR PREVIOUS EDUCATION OR EXPERIENCE

A student may request credit for courses in the student’s program of study at the school based on the student’s previous postsecondary education or experience, by submitting a written request to the Registrar.

1. Previous Postsecondary Education

Following the Registrar’s receipt of the student’s written request, the school may grant the student credit for course(s) in the student’s program of study based on the student’s previous postsecondary education at a different institution, if the student satisfies all of the following requirements:

- a) The student provides the school with an official transcript from each educational institution awarding any credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school. If the educational institution is located (i) in the U.S., it must be accredited by an accrediting agency recognized by the U.S. Department of Education, or (ii) outside the U.S., it must be accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.
- b) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific core, technical basic and general studies course requirements of the student's program of study at the school is determined, in the school's discretion, to be equivalent to the subject matter of such core, technical basic and general studies course(s).
- c) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific general education course requirements of the student's program of study at the school is determined, in the school's discretion, to be substantially similar to the subject matter of such general education course(s). In addition, any credit for courses that the student desires to transfer to the school to satisfy any Science course requirements in the Nursing associate's degree program must have been earned by the student within seven years of the Registrar's receipt of the student's written request.
- d) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy any elective course requirements of the student's program of study at the school is determined, in the school's discretion, to represent a level of rigor that is equal to or greater than the rigor of the school's lower division courses.
- e) The number of credits that the student desires to transfer to the school to satisfy the requirements of a specific course in the student's program of study at the school must equate, as determined by the school, to at least the same number of quarter credit hours of that course as specified in the Program Outline for the student's program of study at the school.
- f) The student completed each course represented by credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school with at least: (i) a passing grade in the student's program of study at the school, if the credits were earned at an ITT Technical Institute; (ii) a grade of "C" (i.e., 2.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute and the student's program of study at the school is not the associate degree program in Nursing; or (iii) a grade of "B" (i.e., 3.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute and the student's program of study at the school is the associate degree program in Nursing.
- g) Other institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website at www.itt-tech.edu/articulation/. Many of the same and other limitations and conditions specified above with respect to credit granted by the school for a student's previous postsecondary education at a different institution will apply to credit granted by a different institution for a student's postsecondary education at the school. As a result, any student considering continuing his or her education at, or transferring to, any institution other than an ITT Technical Institute must not assume that any credits earned in any course taken at the school will be accepted by the receiving institution. The student must contact the registrar of the receiving institution to determine what credits earned at the school, if any, that institution will accept.

2. Previous Experience

Upon the Registrar's receipt of the student's written request, a \$500 processing charge will be due and payable by the student to the school, unless the student's previous experience is based solely on military experience (e.g., a SMART transcript). Following the Registrar's receipt of the student's written request, the school: (a) will add the \$500 processing charge, as applicable, to the amount that is due and payable by the student to the school; and b) may grant the student credit for course(s) in the student's program of study based on the student's previous experience, if the student demonstrates, to the school's satisfaction, that he or she has sufficiently grasped the knowledge and skills offered by the specific course(s) contained in the student's program of study at the school that the student desires credit for previous experience. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score thereon as required by the school. Notwithstanding the foregoing, a student may not receive credit based on the student's previous experience with respect to any course(s) in the student's program of study at the school that the student previously attempted at the school or at any other ITT Technical Institute.

DISABLED APPLICANTS AND STUDENTS

The school is committed to compliance with Section 504 of the Rehabilitation Act of 1973 and its regulations. The school does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. The school Director is designated the school's Student Disability Coordinator and coordinates Section 504 compliance. Applicants or students with a disability (whether physical or intellectual) may request an accommodation by contacting the school Director. The school's facilities are in compliance with federal, state and local laws and regulations, including those related to safety, health and disabilities. Additional information may be obtained from the Student Disability Coordinator.

General Guidelines Regarding Disabilities and Accommodations

The following are General Guidelines. They provide a general description addressing disabilities and accommodations for both applicants and students. These General Guidelines are a resource for students and provide general information about accommodating individuals with disabilities. For purposes of these Guidelines, the terms "student" or "students" collectively refer to both applicants and students.

Please carefully read these General Guidelines, as well as other specific guidelines that may apply. Additional information may be found in more specific guidelines available from the Student Disability Coordinator. Please address any questions or issues to the Student Disability Coordinator who is also the school Director.

Students with disabilities are encouraged to meet with the school's Student Disability Coordinator to learn about accommodation opportunities. The decision to use these services is voluntary and a matter of individual choice.

A. The Student Disability Coordinator

1. The school Director is also this school's Student Disability Coordinator.
2. For all questions, concerns, and issues regarding disability-related and accommodation-related issues please see the Student Disability Coordinator.

3. To provide appropriate accommodations to students with disabilities, the Student Disability Coordinator:
 - a. Serves as a resource to provide information regarding how to obtain accommodations;
 - b. Helps determine the accommodations to be provided to a student, taking into consideration the student's documentation, preferences, available resources, and course requirements; and
 - c. Keeps confidential information regarding a student's disability.

B. The Accommodation Procedure

1. A reasonable accommodation is a modification or adjustment to a program, service, or activity that provides a qualified student with a disability an equal opportunity to participate in the school's programs.
2. Reasonable accommodations are individualized and developed on a case-by-case basis. Identifying an appropriate accommodation requires an exchange of information as part of the interactive process.
3. Eligibility for reasonable accommodations is determined on an individual basis based on documented need.
4. A student's decision about whether to self-identify as a person with a disability is a personal one. Individuals with disabilities are welcome, if they choose, to discuss their concerns with the Student Disability Coordinator. The decision not to self-identify as disabled is understood and respected.
5. Self-disclosure and documentation are required only if a student requests an accommodation.
6. Self-disclosure and the submission of documentation to obtain a reasonable accommodation can be initiated at any time. However, reasonable time should be allowed before the student can expect accommodations to be in place.
7. Students should provide information and documentation at a reasonably early date to allow time for the development and arrangement of reasonable accommodations.
8. Upon admission, incoming students with disabilities are urged to contact the Student Disability Coordinator as soon as possible. Early identification of a student's disability status and accommodation requests can assist the school in arranging to reasonably accommodate that student on a timely basis. The more time the Student Disability Coordinator has to make these arrangements, the easier arranging accommodations can be. If a student has a concern regarding an accommodation, the student may use the Student Complaint/Grievance procedure described in the Appendix to the Student Handbook.
9. Students deemed eligible for and granted an accommodation will be given a Request for Accommodation letter. That letter is prepared by the Student Disability Coordinator and describes the appropriate accommodation. That letter is given to each instructor where an accommodation has been granted. If the student or instructor has additional questions, he/she must contact the Student Disability Coordinator for clarification and/or assistance. A student may

not require an accommodation in every course.

10. It is each student's responsibility to make use of these accommodations. Each student is ultimately responsible for his or her academic success. Each student must take the initiative to use time, facilities, and support services in a productive manner. Each student is responsible for his or her own work and grade in each course.
11. Accommodations cannot be retroactive. Accommodations begin only after appropriate documentation is received and a reasonable time for the development of a reasonable accommodation has been allowed.
12. Accommodations can be made only to known limitations of otherwise qualified students with disabilities.

C. Temporary Disability

1. Students with temporary disabilities are encouraged to contact the Student Disability Coordinator to find out what services are available to them. Examples of temporary disabilities include, for example, a broken arm/leg or a short-term illness or an injury.

D. Additional Sources of Information

1. In addition to these General Guidelines Regarding Disability and Accommodations, additional information can be obtained by contacting the Student Disability Coordinator.

DRESS CODE

While on school property, students must accept individual responsibility for appropriate dress. Certain items of dress are not acceptable due to safety reasons, such as shower clogs, flip-flops, etc. Some programs within the school will require more stringent dress codes for safety and professional reasons.

Students are expected to wear clothing that adequately covers the person and to wear shoes on the school premises. Clothing must not contain printed matter that may be considered vulgar or offensive. More formal attire, as announced, may be required for special events or occasions. Students will maintain their own personal hygiene so as not to be offensive to fellow students and staff.

Each faculty member may set stricter dress and cleanliness requirements related to specific safety and hygiene factors for the particular class and laboratory setting. (Such requirements will be either posted in each classroom and laboratory, or included in the course syllabus given to each student at the beginning of the course.)

Cellular telephones and pagers should be set so they do not interrupt or disrupt regular classroom activities. Students whose telephones or pagers disrupt class may be asked to leave and may be marked absent. Repeated violations may lead to disciplinary action. See also "Telephones" contained herein.

Students violating the dress code will be asked to leave school until they are properly dressed and may be counted absent for the time they are not in class.

EMERGENCIES-PERSONAL

The school and administration should be notified immediately of any illness, accident, or hospitalization affecting any student.

Student messages or telephone calls of an emergency nature received at the school will normally be delivered to the student during class breaks. In such cases, the caller should give the school the student's class schedule so he/she can be more readily located.

The school will not accept student telephone calls, messages and letters of a personal nature. Telephone calls, messages, etc., of a personal nature must be directed to the student's home or cell phone. Office phones are not to be used for personal calls.

Emergency doors are to be used only for emergencies.

FACULTY WORK AREAS

Students are not permitted in the faculty office area or staff lounge unless an instructor escorts them.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ANNUAL NOTIFICATION

The Family Educational Rights and Privacy Act ("FERPA") affords students certain rights with respect to their education records. These rights include:

- 1. The right to inspect and review the student's education records within 45 days of the day the school receives a written request for access.**

Students should submit to the school Director a written request that identifies the record(s) the student wishes to inspect. A school official will make arrangements for access and notify the student of the time and place where the records may be inspected.

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

A student may request the school to amend an education record the student believes is inaccurate or misleading. The student must write to the school Director, clearly identify the part of the education record the student wants changed and specify why the education record is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

If the school decides not to amend the education record as requested by the student, the school will notify the student of the decision and advise the student of his or her right to a hearing regarding the student's request for amendment. Additional information regarding the hearing procedures will be provided to the student when the student is notified by the school of his or her right to a hearing.

- 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without the student's consent.**

One exception permits the school to disclose personally identifiable information contained in the student's education records without the student's consent to school officials with legitimate

educational interests. A school official is: a person employed by the school in an administrative supervisory, academic or research, or support staff position; a person or company with whom the school has contracted; a person serving on an advisory board; or a student assisting a school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her responsibility. Upon request, the school discloses education records without student consent to officials of other schools at which the student seeks or intends to enroll or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605

Directory information (as defined below) in a student's education records may be unconditionally released by the school without the student's consent, unless the student specifically requests in writing that such information may not be released. The school requires that any such request by the student must (i) specify what categories of Directory Information are to be withheld and (ii) be delivered to the school Director within 15 days after the student starts class. Any such request must be renewed annually by the student. Directory Information means information contained in a student's education record which would generally not be considered harmful or an invasion of privacy if disclosed. Directory Information includes, but is not limited to, the student's: name; address(es); telephone number(s); electronic mail address(es); photograph; grade level; enrollment status (e.g., full-time or part-time); date and place of birth; program of study; extracurricular activities; credentials, awards and recognition (i.e., honors) received; last school attended; dates of attendance; (i.e., enrollment periods(s), not daily attendance record); and student or user ID number (other than a social security number), but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity which are known or possessed only by the authorized user.

The school has adopted a detailed Family Educational Rights and Privacy Act Policy (AA 9.0), which is available to the student upon request. See also the School Catalog for additional information about FERPA.

FIRE AND EMERGENCY

Fire and Emergency Drills

Periodically, fire and other emergency drills (earthquake, hurricane, etc.) will be conducted at the school in order to familiarize on campus students with fire and emergency procedures. Students are expected to recognize the need for fire and emergency drills and cooperate fully. If you discover a fire or fire hazard, notify an instructor or staff member immediately. Fire alarm stations are located throughout the building and will be activated in the event of a fire. All exits are marked and students are expected to leave the building in a prompt and orderly fashion using these exits. Check the posted exit guide in your classroom or lab. Class will resume following the all-clear signal.

Fire and Emergency Response and Evacuation Procedures

As part of ITT Technical Institute's Fire and Emergency Response and Evacuation Procedures, the school will attempt to immediately contact students and employees via email, phone and other means reasonably designed to inform students about any immediate threat to the health or safety of students or employees occurring on the campus.

In case of fire and/or other emergency, students must follow the directions of school officials. All rooms have exit routes designated on the maps posted in each classroom, office, and restroom. Students must follow directions as given to them by a school-designated official.

NON-DISCRIMINATION AND DIVERSITY

The school is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, religion, color, age, sex, sexual orientation, national origin, disability, gender, genetic information or any other protected status, in employment, educational programs and activities, and admissions. The school also encourages cultural and ethnic diversity in its faculty, staff, and student body.

In accordance with the requirements of Title IX of the Education Amendments of 1972 and their regulations, the school does not discriminate on the basis of sex in the educational programs and activities which it operates, including employment and admissions. The school Director is designated the school's Title IX Coordinator to coordinate Title IX compliance.

ONLINE ASSIGNMENT SUBMISSION

It is important that all assigned activities be submitted by the due date in all courses. Consequently, activities submitted after the due date will not receive full credit in the determination of the student's grade.

For courses scheduled to meet throughout the quarter, activities submitted within one week after the due date will receive a 10% penalty. This means the score entered for the activity will be reduced by 10% when entered into the faculty member's gradebook. A paper submitted up to one week after the scheduled due date that would have otherwise earned a 100% will receive a score of 90%. For courses scheduled to meet only the first half or the second half of the quarter, activities submitted up to three days after the due date should receive a 10% penalty.

For courses scheduled to meet throughout the quarter, activities submitted eight to 14 days late will receive a 20% penalty. A quiz that would have otherwise earned a 75% had it been on time will receive a score of 55%. For courses scheduled to meet only the first half or the second half of the quarter, activities submitted four to seven days after the due date shall receive a 20% penalty.

Any required activities submitted more than 14 days after the due date for courses scheduled throughout the quarter or more than seven days after the due date for courses scheduled to meet only part of the quarter may receive a maximum score of 50%. Faculty members are not required to accept activities submitted more than 14 days after the due date in quarter long courses or more than seven days after the due date for courses schedule to meet only part of a quarter.

Please note that no late work will be accepted after the last day of the 11th week for full quarter classes and the last day of the sixth week of classes for courses meeting only part of the quarter.

Each faculty member teaching an online course reserves the right to waive the penalty if the student has extenuating circumstances, approved in advance by the faculty member, that have led to the submission of

required graded activities after the due date.

ORIENTATION AND ONLINE STUDENT PREPARATION

Campus Locations: All students are encouraged to participate in the school's Orientation Program.

Online Student Preparation: Students entering online courses with ITT Technical Institute for the first time are automatically enrolled in, and are encouraged to complete, the online "Online Student Preparation" program prior to or in conjunction with the first online course of their program. Other students may contact their Program Chair to request access to the "Online Student Preparation" program.

PARKING

There are designated parking spaces for both the school staff and student body. Please use only one space per vehicle. Parking is not allowed in the driveways.

In order to prevent personal injury and property damage, the speed limit in the parking lot and driveways is 5 MPH. Excessive speed and squealing of tires will result in disciplinary action.

Parking spaces for the disabled are marked and any vehicles parked in these spaces without the appropriate disabled designation will be towed at the owner's expense. Visitor parking is permitted in the parking spaces designated for visitors. Students must not park in the visitors parking area. Unauthorized parking may result in the vehicle being towed at the owner's expense and suspension of the individual's on-campus parking privileges.

Parking areas must be kept free of trash. Student assistance and cooperation in this regard is both expected and appreciated.

PERSONAL PROPERTY

The school expressly disclaims all liability and responsibility of every kind and nature whatsoever for any loss, theft, damage, destruction, or other casualty to any personal property of any kind owned by any student, visitor, or other. Students are advised and warned they must personally take full and complete responsibility for safekeeping of all their property on school premises and during any school activities.

The Academic Affairs Department maintains a lost and found. The school will dispose of any items left in the lost and found over 30 days.

RAPE, ACQUAINTANCE RAPE AND OTHER FORCIBLE AND NON-FORCIBLE SEX OFFENSE PREVENTION

ITT Technical Institute is committed to maintaining an environment supportive of its primary educational missions and free of exploitation and intimidation. It will not tolerate sexual assault or other forms of non-consensual sexual activity. This policy is applicable to students, faculty, and staff. The school enforces this policy through internal disciplinary and grievance procedures and encouragement of external prosecution through the appropriate local law enforcement officials.

Sex offenses covered under this policy include any sexual act directed against another person forcibly or against that person's will where the victim is incapable of giving consent due to his/her youth or temporary or permanent mental or physical incapacity.

Victims of sex offenses are encouraged to report the offense as soon as possible after the incident. The school Director can provide information regarding assistance, resources, and options for action available to the victim. In addition, victims of sex offenses are reminded of their right to report the matter directly to local law enforcement officials.

Complaints against enrolled students or school employees will be forwarded to the school Director for resolution. Sanctions may be imposed against students or employees found guilty of sex offenses defined under the policy are varied and include, without limitation, suspension, or termination from the school for students, suspension, or termination of employment for employees and referral of the matter to local law enforcement officials.

The Realities of Rape

In 2014 the U.S. Department of Justice, Bureau of Justice Statistics report on "Rape and Sexual Assault Among College-Age Females" indicated that:

(<http://www.bjs.gov/content/pub/pdf/rsavcaf9513.pdf>)

- 80% of rape and sexual assault victims know their offender
- 1 in 10 sexual assaults victimizations the offender had a weapon
- 51% of student rape and sexual assault victimizations occurred while the victim was pursuing leisure activities
- The rate of rape and sexual assault was 1.2 times higher for nonstudent than for student

A 2013 National Crime Victimization survey indicated that:

<http://www.bjs.gov/content/pub/pdf/cv13.pdf>

- In 2013 300,170 reports of rape/sexual assaults were reported
- In 2013, 0.4% of all persons age 12 or older experienced serious violence
- In 2013 35% of sexual assault victimizations were reported to the police

What is Date Rape?

Date rape, also known as **acquaintance rape**, is sexual assault- the unlawful, possibly violent sexual behavior that includes unwanted touching of another person's vagina, penis or buttocks, or forced penetration of a genital or anal opening with an object.

Date rape is forced sex, even if the attacker knows the victim and even if the attacker and the victim have had sex before. The force can be verbal or physical. Some acquaintance rapists use emotional coercion as well as physical force. Forcing someone to have sex against his/her will, even if the attacker knows the person, is still rape and it is still a crime.

Victims can be male, female, gay, straight, or bisexual. Regardless of poor communication, mixed signals or body language that contradicts the spoken word, forced sexual conduct or intercourse with a nonconsenting acquaintance is **date rape**, and it is a crime.

Why Does it Happen?

Let's look at sexual stereotyping and how males and females talk to each other.

- Although things are changing, society still frequently encourages men to be competitive and aggressive and teaches women to be passive and avoid confrontation.
- Men say they misunderstand a woman's words and actions—the excuse, “She said no, but meant yes.”
- Some people—men and women alike—still believe that it's okay for a man to demand sex if he takes a woman out or buys her gifts, and that it's not rape if he forces sex on a woman who previously had sex with him or other men.
- Women also feel that if they've previously had sex with a boyfriend who later forces them to have sex against their will, it may not be considered rape.

Preventing Date Rape

As a woman, you can

- be clear with men in your life about what, if any, sexual behavior you are comfortable with and keep talking as you get deeper into a relationship.
- not use alcohol or other drugs—they decrease your ability to take care of yourself and make sensible decisions.
- trust your gut feelings. If a place or the way your date acts makes you nervous or uneasy, leave. Always take enough money for a phone call for help.
- check out a first date or blind date with friends. Meet in and go to public places. Take public transportation or drive your own car.
- leave social events with friends not with someone you just met or don't know well.
- always watch your drink and never leave it unattended. Don't accept beverages from someone you don't know and trust.

As a man, you can

- realize that forcing a woman to have sex against her will is rape, a violent crime with serious consequences.

- accept a woman's decision when she says "no." Don't see it as a challenge.
- ask yourself how sexual stereotypes affect your attitudes and actions toward women.
- not use alcohol and other drugs—it clouds your judgment and understanding of what another person wants.
- get help if you see men involved in a gang rape.
- understand that if a woman is drunk and you have sex with her against her will, it's still rape.
- seek counseling or a support group to help you if you feel violent or aggressive toward women.

If Date Rape Happens To You

- Remember that rape is rape. You are not to blame. Know that action against the rapist can prevent others from becoming victims.
- Get help immediately. Phone the police, a friend, a rape crisis center, a relative. Don't isolate yourself, don't feel guilty or ashamed, and don't try to ignore it. It is a crime that should be reported.
- Get medical attention as soon as possible. Do not shower, wash, douche, or change your clothes. Valuable evidence could be destroyed.
- Get counseling to help you through the recovery process. Rape is a traumatic experience and trained counselors can make recovery easier and quicker.
- If you think you've been sexually assaulted under the influence of a date rape drug, get medical help immediately. Try not to urinate before providing any urine samples. If possible, collect any containers from which you drank.

Source: National Crime Prevention Council (NCPC): Date Rape at www.ncpc.org.

SAFETY AND SECURITY POLICIES AND CRIME STATISTICS REPORT

The ITT Technical Institute issues, on an annual basis, a Safety and Security Policies and Crime Statistics Report. The information contained in the Report is distributed pursuant to 20 U.S.C. §1092 and 34 C.F.R. §668.41(e).

The Report discloses information about the school's safety and security policies and procedures, and statistics concerning the number of particular crimes reported to the school and local law enforcement agencies as occurring on the school's premises or public property adjacent to the school. The Report serves to inform the school's students, prospective students, employees, and prospective employees of the existence and enforcement of the school's safety and security policies.

The most recent Report is posted at http://info.itt-tech.edu/campus_safety/Pages/default.aspx.

If you do not have access to the Internet, please contact the school Registrar for a printed version of the Report.

SAFETY TIPS

Students can do several things to protect themselves from crime. Many crimes occur only because there is an opportunity for them to happen. For example, most crimes of burglary and theft are random, not calculated. They occur because a window is rolled down, valuables are left in plain sight or a vehicle is left unlocked. The following are some safety tips:

- Walk in well-lit areas;
- Arrange to walk in groups with at least one companion, especially at night;
- Do not carry large sums of cash;
- Avoid less-frequented places when alone, especially at night;
- Be aware how you carry your valuables and don't leave them unattended;
- If a driver stops to ask for directions, do not get too close to the car and risk being pulled in;
- Do not ignore your intuition; if you suspect you are being followed, change direction or go to a public area or group of people; and
- If you are being followed while driving, drive to the nearest police station, fire station or a well-lit, open business where you can safely call the police. Try to get the car's license number and description. If no safe areas are near, honk the horn repeatedly and turn on your emergency flashers.

SCHOOL CLOSING DUE TO INCLEMENT WEATHER

The school will issue announcements to local radio and television stations when classes are canceled and the school closes due to inclement weather. The call letters of such stations will be posted on the student bulletin board. It is the student's responsibility to utilize these sources to ascertain any school closing. If in doubt, call the school. Should the school reschedule a canceled class meeting, all students are expected to attend the rescheduled meeting and are responsible for material covered during the rescheduled meeting. Students unable to attend the rescheduled class meeting must arrange to make up the assigned work with the instructor prior to the rescheduled class meeting.

SEXUAL ASSAULT, SEXUAL HARASSMENT AND OTHER PROHIBITED HARASSMENT
(CALIFORNIA)

It continues to be the policy of ITT Technical Institute that sexual assault or harassment of students or applicants for admission in any form is unacceptable conduct which will not be tolerated. Sexual assault is defined in California Education Code Section 94385 to include without limitation, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery or threat of sexual assault. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the school of sexually suggestive objects or pictures, sexually explicit or offensive jokes, physical assault and other verbal, visual or physical conduct of a sexual nature. No student, applicant, faculty member or other employee of ITT Technical Institute shall: (a) sexually assault or harass any student or applicant; or (b) threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's admission, enrollment, grades, studies or educational experience at ITT Technical Institute. Similarly, no faculty member or other employee of ITT Technical Institute shall promise, imply or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Other types of harassment that will not be tolerated include any unwanted or unwelcome words, gestures or actions of a persistent or offensive nature involving any person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status. Harassment of this nature also includes any conduct, whether verbal, visual or physical, relating to or involving a person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status that is sufficiently pervasive or severe to: (I) unreasonably interfere with a student's education at the school or a student's admission to a program offered by the school; or (II) create an intimidating, hostile or offensive learning environment for students.

Any student or applicant who feels that he or she is a victim of sexual assault, sexual harassment or other prohibited harassment (including, but not limited to, any of the conduct listed above) by any student, applicant, faculty member or other ITT Technical Institute employee, or visitor or invitee of the school in connection with the educational experience offered by ITT Technical Institute should, as described in the Student Complaint/Grievance Procedure section, bring the matter to the immediate attention of the school Director, at the school in which the student is enrolled at the telephone number specified in this catalog. A student or applicant who is uncomfortable for any reason in bringing such a matter to the attention of the school Director, or who is not satisfied after bringing the matter to the attention of the school Director, should report the matter to the Senior Vice President, Chief Compliance Officer, ITT/ESI, telephone (800) 388-3368. Any questions about this policy or potential sexual assault, sexual harassment or other prohibited harassment should also be brought to the attention of the same persons.

The school encourages students and ITT Technical Institute employees to promptly and accurately report all sexual assaults occurring at any of the school's facilities to the appropriate police agencies. Upon the request of a sexual assault complainant, the school will: (a) transport the complainant to the hospital or contact emergency personnel on behalf of the complainant; (b) refer the complainant to a counseling center or an agency that can make such referral; and (c) notify the police on behalf of the complainant.

ITT Technical Institute will promptly investigate all allegations of sexual assault, sexual harassment or other prohibited harassment in as confidential a manner as the school deems reasonably possible and take appropriate corrective action, if warranted. The school will inform the complainant of the results of the school's investigation. Sexual assault complainants may, in their discretion, pursue their own remedies against the alleged perpetrator, whether civilly and/or criminally. The school will assist any student with

academic difficulties arising as a direct result of a sexual assault on the student by any ITT Technical Institute student or employee occurring at any of the school's facilities.

SOLICITING

In the interest of all students, faculty and staff, no outside solicitation whatsoever is permitted in the classroom or laboratory, regardless of the reason, without the express consent of the school Director.

STUDENT ACTIVITIES

The school encourages student activities that develop individual initiative, group leadership, and cooperation. It is a goal of the school to provide students with the opportunity to participate in activities that relate to vocational objectives, satisfy social needs, provide recreational opportunities, and encourage cultural enrichment. School-related student activities must be sanctioned and supervised by the school. Students should contact the Dean regarding activities in which they would like to participate.

STUDENT BODY DIVERSITY

ITT Technical Institute provides information about Student Body Diversity in the "Disclosure - Student Body Diversity" which can be found in the Appendix attached hereto.

STUDENT COMPLAINT/GRIEVANCE PROCEDURE

Please see the Student Handbook Appendix for information on the school's Student Complaint/Grievance Procedure, and the Enrollment Agreement for information on the Resolution of Disputes procedure, with respect to any complaint or dispute that may arise between a student and the school. The Student Complaint/Grievance Procedure and Resolution of Disputes procedure are also published in the School Catalog, which is posted electronically on the portal at <http://www.itt-tech.edu>, and is also available from your school Director.

STUDENT ENTRY

Students must only enter and exit the school through the designated student entry doors. The lobby entrance is only for the use of guests and visitors.

STUDENT LOUNGE/BREAK AREA

The student lounge/break area is provided for the students' convenience and enjoyment before and after class and during break periods. It is the student's responsibility to keep this area as neat as possible. Please use the trash receptacles to dispose of candy wrappers, drink containers and other refuse. If smoking is permitted in an outside break area, please use the ashtrays to dispose of cigarettes.

Your help in keeping the school neat and clean is expected and appreciated.

STUDENT PORTAL

The Student Portal provides important information about the school and can be accessed at <http://studentportal.itt-tech.edu>.

TELEPHONES

Student messages or telephone calls of an emergency nature received at the school will normally be delivered to the student during class breaks. In such cases, the caller should give the school the student's class schedule so he/she can be more readily located.

The school will not accept student telephone calls, messages and letters of a personal nature. Telephone calls, messages, etc. of a personal nature must be directed to the student's home or cell phone. Office phones are not to be used for personal calls.

Cellular phones should not be used during a class meeting as the call may disturb other members of the class. Cellular telephones and pagers should be set so they do not interrupt or disrupt regular classroom activities. Students whose telephones or pagers disrupt class may be asked to leave and may be marked absent. Repeated violations may lead to disciplinary action.

Office phones are for school use only and may not be used by students without the expressed permission of a staff member.

VACCINATION POLICY

The school recommends that, within the 12 months immediately preceding the start of the student's program of study at the school, the student receive the following vaccinations or immunizations:

- tetanus-diphtheria;
- polio series;
- mumps;
- rubella;
- chickenpox;
- two rubeola;
- varicella;
- hepatitis-A; and
- hepatitis-B.

Certain clinical or practicum experiences that may be part of the student's program of study at the school may require these and/or other vaccinations or immunizations.

Certain states require that students receive specific vaccinations. Any requirements in this regard are detailed in your School Catalog.

VIRTUAL LIBRARY

ITT Technical Institute students have access to the ITT Technical Institute Virtual Library. Students may access the Virtual Library at: <http://library.itt-tech.edu>. Please see the Virtual Library Users Guide for complete information. Students or staff may direct any questions on the Virtual Library to the Corporate Librarian at (317) 875-8748.

VISITORS AND GUESTS

Students must notify the Dean prior to bringing any visitors or guests into the school. All visitors and guests must enter the building through the lobby entrance and are required to sign the guest book. No visitors or guests may tour the facility without being accompanied by a school employee. No visitors or guests may attend a student's class without the prior permission of the instructor and the Dean or the School or Program Chair.

VOTER REGISTRATION

The school encourages eligible students to register and vote. Every September, the school will electronically transmit a message containing a voter registration form acceptable for use in the state in which the institution is located, or an Internet message where such a form can be downloaded. Students are encouraged to check their student e-mail for this message. Also, please see the Dean for information on voter registration.

WEAPONS

The possession or use of firearms, knives (except non-spring pocket knives with blades less than four inches), other weapons, explosives or fireworks of any kind are prohibited on school property and during any school activity, except for law enforcement officers who are required to carry a firearm at all times. Any law enforcement officer who is required to carry a firearm on school premises or during any school activity must notify the school in writing of that requirement and provide a copy of the applicable directive that requires the officer to carry a firearm while on school premises and during school activities.

The school reserves the right to inspect any and all items brought onto the school premises, including any building or parking lot. Except for law-enforcement officers as specified above, possession or use of a firearm, knife (except a non-spring pocket knife with a blade less than four inches), other weapon, explosive or firework on school premises or during any school activity will result in the student's immediate termination from the school.

EDUCATIONAL ASSISTANCE

ABSENCES

In the event of an absence, a student should make every effort to contact his or her instructor. The instructor can provide the student with class assignments and/or inform the student of all the necessary make-up work and time necessary to help the student keep up with his or her courses. Students may also use e-mail to communicate with instructors. Students are encouraged to see their instructor for specific information on make-up work policies.

ASSIGNMENTS

All classroom and laboratory assignments are required to be completed by the student. Any missed assignments, due to absenteeism or otherwise, are required to be made up by the student in accordance with the make-up policy specified in the school Catalog.

EXAMS

Exams must be taken in compliance with school policy.

EXAM MAKE-UP

Students are required to take exams at the regularly scheduled times unless circumstances beyond the student's control prevent it. These circumstances include documented illness, documented business travel or an online student's technological failure. Students are required to reschedule the missed exam as soon as possible. To reschedule an exam, a student must send a written request to his or her instructor. Online students must submit the request through the course management system. Notwithstanding anything above, the decision to allow a student to make up an exam is at the sole discretion of the school and is final and binding on the student.

EXTRA HELP FOR ACADEMICS

Students may receive extra help by making a request to their instructor and/or the School or Program Chair. Extra help sessions will be arranged outside the normal classroom instruction hours to assist the student.

Academic assistance includes, but is not limited to, tutoring and group seminars. Specific course tutoring is provided by the staff, peers and through open lab sessions.

Many of these services are provided on a regularly scheduled basis, while others are by appointment only. Students are encouraged to inquire of their instructor or School or Program Chair. Students may be required to accept special help or attend scheduled assistance sessions as a condition of their continuation in the program.

EXTRA HELP FOR LABORATORY WORK

Students needing additional lab work time to complete assigned lab projects may do so by permission of their instructor or School or Program Chair. Extra help lab sessions are made available outside the normal lab instruction hours.

LEARNING RESOURCE CENTER

The school maintains a Learning Resource Center ("LRC") that includes access to the ITT Technical Institute Virtual Library. The LRC contains reference and reading materials related to the school's academic programs. Hours of operation and available services are posted in the LRC. Students needing access to the LRC during non-scheduled hours should see a School or Program Chair or the Dean. A student is responsible to the school for the replacement cost of any lost or damaged materials the student removes from the LRC. A student's degree or diploma will be withheld by the school until all LRC materials the student removes from the LRC are returned to the school in good condition or the student pays the school the replacement cost of those LRC materials.

SCHEDULE CHANGES AND WITHDRAWALS

Any student desiring to change his or her program of study or class schedule must first obtain permission from the Dean. Such permission is at the discretion of the school. Students who wish to withdraw from a program of study or a course should notify the Dean or School or Program Chair in advance of withdrawal. Students must also contact the school's Director of Finance in the event of any change in student status.

FINANCIAL ASSISTANCE

BOOKSTORE

The textbooks, tools and supplies required for the program of study are to be furnished to the student or made available for sale the week prior to the upcoming term or on the first day of that term's classes. Students are not obligated to buy any of the required books, tools, or supplies for their program of study from the school, but students are required to possess the requisite books, tools and supplies, whether purchased from the school or elsewhere.

CHECK CASHING POLICY

The cashier's office will not cash any checks and will only accept those checks made out to the school for educational costs.

ENTRANCE AND EXIT COUNSELING

Students are provided individual entrance and exit counseling with respect to financial aid received under the federal student financial aid programs. Information on topics, such as loan options, financial planning, repayment obligations, and deferment/forbearance options, are provided to each student upon entering and leaving school.

FINANCIAL AID ASSISTANCE

School financial aid services are generally available during normal business hours. If a student needs to meet with a financial aid professional during a particular evening and he/she is unavailable, contact the Director of Finance to make other arrangements. See the Director of Finance for additional information.

SMARTFORMS

ITT Technical Institute offers students the use of a web-based program to aid them in completing their financial aid forms such as the FAFSA and Stafford Loan forms. This convenient application enables cosigners and/or parents, who would otherwise be unavailable, to participate in required portions of the financial aid process.

SUSPENSION AND REINSTATEMENT OF ELIGIBILITY FOR FEDERAL STUDENT FINANCIAL AID AS A RESULT OF DRUG-RELATED OFFENSES

Suspension of Eligibility for Federal Student Financial Aid as a Result of Drug-Related Offenses

A student who has been convicted of any offense under any federal or state law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan or work assistance under the federal student financial aid programs during the period beginning on the date of such conviction and ending after the interval specified in the following table:

If convicted of an offense involving:**The possession of a controlled substance:**

First offense
 Second offense
 Third offense

Ineligibility period is:

1 year
 2 years
 Indefinite

The sale of a controlled substance:

First offense
 Second offense

Ineligibility period is:

2 years
 Indefinite

Reinstatement of Eligibility for Federal Student Financial Aid as a result of Drug-Related Offenses

In the event you are notified that your eligibility for federal student financial aid has been suspended as a result of a conviction of an offense under a federal or state law involving the possession or sale of a controlled substance, you may regain your eligibility before the end of the ineligibility period if:

- (a) you satisfactorily complete a drug rehabilitation program that:
 - (i) complies with such criteria prescribed in the U.S. Department of Education's regulations; and
 - (ii) includes two unannounced drug tests;
- (b) you successfully pass two unannounced drug tests conducted by a drug rehabilitation program that complies with such criteria prescribed in the U.S. Department of Education's regulations; or
- (c) the conviction is reversed, set aside or otherwise rendered nugatory.

The term "controlled substance" has the meaning given the term in section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)).

TUITION PAYMENT

Acceptable means of payment are: cash, personal check made out for the exact amount, money order made out for the exact amount and credit card (if accepted).

CAREER SERVICES ASSISTANCE

Today's professional must be well prepared. In order to help students be knowledgeable and marketable as they enter the workforce, ITT Technical Institute provides Career Services designed to help students pursue their career goals.

PROFESSIONAL DEVELOPMENT

Through a series of workshops, seminars, panels and other events Career Services provides information on career development components, such as resume writing, interviewing, professional dress, networking, occupational and industry knowledge, evaluating job offers and salary negotiations. Additionally, Career Services and faculty provide instruction on career search development through the Professional Procedures and Portfolio Development course material.

INDIVIDUAL CAREER SEARCH ADVISING

Students and graduates are encouraged to regularly meet with Career Services staff to receive personalized coaching and advice regarding their career search, and interview preparation.

PRE-GRADUATE EMPLOYMENT ASSISTANCE

The Career Services staff assists students in identifying employment opportunities involving their fields of study while they pursue their programs.

EMPLOYER INTERVIEWS AND HIRING EVENTS

Employer interviews and hiring events may be held at the campus or at other locations to offer students and graduates opportunities to meet with potential employers.

CONNECTING WITH EMPLOYERS

Students may connect with employers during their education through avenues such as:

- Panels, workshops and other professional development events conducted by employers;
- Classroom speakers;
- On/off campus interview sessions;
- Field trips;
- Informational Interviews; and
- Company Information Sessions.

CONTINUING EDUCATION

ITT Technical Institute is a strong proponent of continuing education for graduates. Career Services staff will assist graduating students in exploring continuing education opportunities at ITT Technical Institute.

Note: The school's career services as specified above, are available to students and interested graduates, but the school does not make any promise or representation whatsoever to any student or graduate: (1) that the student or graduate will obtain any employment, whether full-time, part-time, upon graduation, during school, related to his or her education or otherwise; or (2) regarding any career opportunity, position, salary level and/or job title in any employment that the student or graduate may obtain, whether during school or upon graduation. No employment information or career service provided by the school to any student or graduate will be considered by the student or graduate, either expressly or impliedly, as any: (a) guarantee or promise of employment; (b) likelihood of employment; (c) indication of the level of employment or compensation any student or graduate may expect; or (d) indication of the types or job titles of positions for which students or graduates may qualify. Students and graduates are encouraged to not place restrictions on their job search endeavors regarding location, starting salary or specific benefits, as doing so may similarly restrict employment options and opportunities. Any employment that a student or graduate may obtain with the help

of the school's career services will, in all probability and likelihood, be at an entry-level position.

TYPES OF EMPLOYMENT OBTAINED BY GRADUATES

ITT Technical Institute, through its Career Services Department, maintains and can provide information to students and prospective students concerning the types of employment obtained by graduates of its degree programs. Depending on the program of study, ITT Technical Institute graduates have obtained employment in the types of careers listed below. Further, where there have not been graduates of a program of study, future graduates could potentially obtain this type of employment, although we do not represent or guarantee that a graduate will obtain employment or employment in any particular type of position of any program. Note: All programs listed below may not be available at all ITT Technical Institutes.

School of Business

Accounting (Associate's Degree): Accounting Associate; Accounting Clerk; Accounts Payable Clerk; Accounts Receivable Clerk; Bookkeeper; Finance Assistant; and Payroll Clerk.

Accounting (Bachelor's Degree): Accountant; Associate Auditor; Bookkeeper Specialist; Financial Analyst; Junior Staff Accountant; and Staff Accountant.

Business Administration (Associate's Degree): Account Auditor; Account Manager; Administrative Assistant; Customer Service Support; Office Administrator; Purchasing Assistant; and Records Coordinator.

Business Administration (Bachelor's Degree): Account Manager; Business Development Manager; Contract Analyst; Customer Service Representative; Financial Analyst; Inventory Control Manager; Line Leader; and Market Research Analyst.

Business Administration (Master's Degree): Account Manager; Business Analyst; Management Trainee; Manager; Manufacturer's Representative; Supervisor; and Team Leader.

Business Accounting Technology (Associate's Degree): Accounting Technician; Accounts Payable Clerk; Accounts Receivable Clerk; Bookkeeper; Customer Support Technician; Help Desk Support; Payroll Administrator; and Records Coordinator.

Business Accounting Technology (Bachelor's Degree): Accountant; Accounting Clerk; Accounting Technician; Auditor; Bookkeeper; Claims Examiner; Payroll Administrator; and Tax Preparer.

Business Management (Associate's Degree): Assistant Branch Manager; Assistant Manager; Assistant Store Manager; Assistant Supervisor; Marketing Associate; and Sales Representative.

Business Management (Bachelor's Degree): Account Manager; Business Analyst; Management Trainee; Manufacturer's Representative; Sales Representative; and Team Leader.

Project Management and Administration (Bachelor's Degree): Business Analyst; Project Coordinator; Project Manager; and Project Specialist.

School of Criminal Justice

Criminal Justice (Associate's Degree): Communications; Correctional Programs; Criminal Investigations; Criminology; and Security and Policing.

Criminal Justice (Bachelor's Degree): Corrections Officer; Customs Inspector; Police Officer; Private Investigator; Probation Officer; and Security Officer.

Criminal Justice-Cyber Security (Bachelor's Degree): Business; Financial Services; Government; Insurance; Security; and Systems Security.

Criminology and Forensic Technology (Associate's Degree): Corrections Officer; Crime Scene Investigator; Crime Scene Technician; Detention Officer; Loss Prevention Specialist; and Private Investigator.

Paralegal (Associate's Degree): Legal Assistant; and Paralegal.

Paralegal Studies (Associate's Degree): Contracts Administrator; Legal Assistant; Paralegal; and Real Estate Paralegal.

School of Drafting and Design

Computer Drafting and Design (Associate's Degree): Building Information Modeler; Civil Drafter; Construction Drafter; Illustrator; Landscape Drafter; Mechanical Drafter; and Structural Detailer.

Construction Management (Bachelor's Degree): Assistant Scheduler; Construction Business Manager; Construction Cost Estimator; Construction Modeler; Construction Specialist; and Field Engineer.

Construction Technology (Associate's Degree): Compliance Assistant; Construction Site Representative; Estimator; Safety Coordinator; and Scheduling Assistant.

Digital Entertainment and Game Design (Bachelor's Degree): 3-D Animator; 3-D Artist; Flash Developer; Graphic Designer; and Simulation Developer.

Drafting and Design Technology (Associate's Degree): CAD Designer; CAD Operator; Civil Drafter; Computer-Aided Design Technician; Design Drafter; Drafter; Draftsman; and Mechanical Drafter.

Graphic Communications and Design (Associate's Degree): Digital Media Designer; Graphic Designer; Multimedia Animator; Multimedia Designer; and Web Designer.

Industrial Engineering Technology (Associate's Degree): Engineering Technician; Industrial Engineering Technician; Industrial Technician; Manufacturing Technician; Quality Technician; and Test Technician.

Visual Communications (Associate's Degree): Computer Graphics Technician; Interactive Media Designer; Multimedia Technician; and Production Artist.

Web Design (Associate's Degree): Web Applications Developer; Web Designer; Web Developer; Web Programmer; and Webmaster.

Web Design Technology (Associate's Degree): Web Applications Developer; Web Designer; Web Developer; Web Programmer; and Webmaster.

School of Electronics Technology

Computer and Electronics Engineering Technology (Associate's Degree): Assembler; Computer Hardware Technician; Digital Electronic Technician; Development Engineering Technician; Electronics Support Technician; Field Service Representative; Mechanical Calibration Technician; Network Maintenance Technician; Production Technician; Quality Assurance Technician; RF Technician; and Test Technician.

Computer Electronics Technology (Associate's Degree): Assembler; Computer Hardware Technician; Digital Electronic Technician; Development Engineering Technician; Electronics Support Technician; Field Service Representative; Mechanical Calibration Technician; Network Maintenance Technician; Production Technician; Quality Assurance Technician; RF Technician; and Test Technician.

Electrical Engineering Technology (Associate's Degree): Associate Engineer; Biomedical Equipment Technician; Electrical and Instrument Technician; Electrical Engineering Technician; Electronics Technician; Engineering Technician; Service Technician, and Telecommunications Technician.

Electronics and Communications Engineering Technology (Bachelor's Degree): Communication Systems Installer; Computer Systems Technologist; Electronics Engineering Technologist; Engineering Sales/Service Representative; Engineering Technician; Field Service Representative; Industrial Systems Technologist; Research Technician; Technical Consultant; and Telecommunications Technician.

Electrical Engineering and Communications Technology (Bachelor's Degree): Applications Engineer; Associate Engineer; Biomedical Equipment Technician; Bench Technician; Communications Technician; Electronics Technician; Engineering Technician; and Field Service Engineer.

School of Health Sciences

Health Information Technology (Associate's Degree): Health Data Analyst; Health Information Technician; Health Record Analyst; Medical Records Technician; Patient Information Coordinator; Registry Specialist; Release of Information Specialist; and Reimbursement Specialist.

Medical Assisting and Administration (Associate's Degree): Clinical Medical Assistant; Medical Administrative Assistant; Medical Assistant; Medical Office Assistant; and Medical Office Insurance Specialist.

Nursing (Associate's Degree): Extended Care Nurse; Geriatric Care Nurse; Home Health Nurse; Labor and Delivery Nurse; Psychiatric Nurse; Rehabilitation Nurse; and Staff Nurse (Hospital, Clinic or Physician's Office.)

Nursing (Bachelor's Degree): Adult Intensive Care Nurse; Extended Care Nurse; Health Educator; Home Health Nurse; Labor and Delivery Nurse; Psychiatric Nurse; and Staff Nurse.

School of Information Technology

Computer Forensics (Associate's Degree): Computer Forensics Specialists; Cyber-Squad Professionals and Technicians; Forensic Laboratory Technicians; Security Administrators; and Security Telecommunications Technicians.

Information Systems Administration (Associate's Degree): Computer Security Specialist; Computer Support Specialist; Network Administrator; Operations Manager; and Technical Support Specialist.

Information Systems and Cybersecurity (Bachelor's Degree): IT Specialist; Network Administrator; Network Engineer; Network Security Analyst; Network Support Analyst; Security Analyst; Systems Administrator; Systems Engineer; Systems Support Technician; Technical Support Analyst; and Technician.

Information Systems Security (Bachelor's Degree): IT Specialist; Network Administrator; Network Engineer; Network Security Analyst; Network Support Analyst; Security Analyst; Systems Administrator; Systems Engineer; Systems Support Technician; Technical Support Analyst; and Technician.

Information Technology-Computer Network Systems (Associate's Degree): Computer Network Technician; Desktop Support Technician; Help Desk Analyst; IT Assistant; Network User-Support Specialist; PC Technician; System Administrator; Web Server Administrator; and Windows Administrator.

Information Technology-Software Applications and Programming (Associate's Degree): C++ Programmer; Data Analyst; Database Administrator; Junior Web Designer; Lead Web Developer; Programmer Librarian; Software Quality Analyst; and Systems Support Specialist.

Information Technology-Web Development (Associate's Degree): Database Technician; HTML Programmer; Web Application Developer; Web Programmer; and Website Designer.

Mobile Communications and Technology (Associate's Degree): Applications Development Technician, Applications Support Specialist; Data Center Technician; Development Engineering Technician; Exchange System Administrator; Field Technician/Field Service Specialist; Help Desk Analyst; Mobile Devices Support Consultant; Mobile Client Support Specialist; Mobile Server Support Specialist; QA Technician; and Wireless Technician.

Network Systems Administration (Associate's Degree): Information Technology Specialist; Local Area Network Administrator; Network Administrator; Network Analyst; Network Specialist; Network Technician; Systems Administrator; Systems Specialist; Systems Technician; and Telecommunications Technician.

Project Management (Bachelor's Degree): Project Coordinator; Project Manager; Project Resource Coordinator; Project Scheduler; and Project Team Member.

Software Applications Development (Bachelor's Degree): IT Programmer; Software Administrator; Software Applications Developer; Software Applications Engineer; Software Development Engineer; Software Developer; and Software Engineer.

Software Development (Associate's Degree): Database Programmer; Developer; Software Tester; Support Specialist; Systems Analyst; and Web Developer.

Software Development (Bachelor's Degree): Application Developer; Programmer; Software Engineer; Systems Administrator; Systems Analyst; and Web Developer.

Software Development Technology (Associate's Degree): Application Development; Associate Software Engineer; Database Programmer; Developer; Help Desk Support; and IT Assistant.

For additional information, see the Director of Career Services.

NOTE:

School of Study and Program: Not every campus has every school of study or offers all of the programs within a particular school of study. Please refer to the particular ITT Technical Institute campus' School Catalog for details on the schools of study at that campus.

Bachelor's Degree Programs: Bachelor's degree programs are not offered at every ITT Technical Institute campus, and not every ITT Technical Institute campus that offers Bachelor's degree programs offers every Bachelor's degree program. See the specific ITT Technical Institute campus' School Catalog for a complete list of programs offered at that campus.

TYPES OF GRADUATE AND PROFESSIONAL EDUCATION PURSUED BY GRADUATES OF BACHELOR'S DEGREE PROGRAMS.

The Career Services Department makes available to students and prospective students upon request information concerning the types of graduate and professional education pursued by graduates of bachelor's degree programs.

EXTRA-CURRICULAR ACTIVITIES

ACADEMIC CLUBS

Please see a School or Program Chair for a current list of student professional organizations sponsored by the school.

SPORTS AND SOCIAL EVENTS

These activities are generally student lead and, where applicable, organized by the Student Council, which plans events that would interest the maximum number of students. Students are encouraged to work with the Student Council if they have a hobby, special interest or sport that they would like incorporated into the extra-curricular activity program. If your school does not have a Student Council, contact the School Dean.

Appendices

Program of Study Information

Completion and Retention Rate Disclosure

Student Body Diversity

Student Complaint/Grievance Procedure

Nursing Program (where applicable) *

Health Information Technology Program (where applicable) *

Wisconsin Department of Health and Family Services Disclosures (Wisconsin Only)

* Not every campus has every school of study or offers all of the programs within a particular school of study. Please refer to the particular ITT Technical Institute campus' school catalog for details on the schools of study at that campus.

APPENDIX

PROGRAM OF STUDY INFORMATION

ITT Technical Institute

Go to <http://programinfo.itt-tech.edu/> to access information on the programs of study offered at the ITT Technical Institutes, including, among other things: the occupations that each Program can help students prepare to enter; the on-time graduation rate for each Program; the costs associated with each Program; the placement rate for students who completed each Program; and the median loan debt incurred by students who completed each Program.

APPENDIX

COMPLETION AND RETENTION RATE DISCLOSURE

ITT TECHNICAL INSTITUTE

Main Campus: 9511 Angola Court, Indianapolis, IN 46268

Additional Location(s): Refer to the list of additional locations at the end of this document.

Completion Rate:

The entire institution (i.e., a combination of the ITT Technical Institute main campus and all of its additional locations as specified above) has a completion rate of 38.07 %, as determined in accordance with 34 CFR Section 668.45 (the "Completion Rate").

The diversity of the student body of the institution represented in the Completion Rate is as follows:

- (a) Gender:
 - (i) 72.34 % Male
 - (ii) 23.69 % Female
- (b) Racial and Ethnic Subgroup:
 - (i) N/A % Nonresident Alien
 - (ii) 25.05 % Race and Ethnicity Unknown
 - (iii) 14.34 % Hispanics of Any Race
 - (iv) 0.64 % American Indian or Alaska Native (non-Hispanic)
 - (v) 2.08 % Asian (non-Hispanic)
 - (vi) 19.79 % Black or African American (non-Hispanic)
 - (vii) 0.00 % Native Hawaiian or Other Pacific Islander (non-Hispanic)
 - (viii) 38.09 % White (non-Hispanic)
 - (ix) 0.00 % Two or More Races (non-Hispanic)
- (c) 72.97 % received a Federal Pell Grant ("FPG") for the Fall quarter of 2008
- (d) 22.85 % received a loan under the Federal Family Education Loan (the "FFEL") Program or the Federal Direct Loan (the "FDL") Program, other than an Unsubsidized Stafford Loan under either program, and did not receive a FPG for the Fall quarter of 2008
- (e) 4.18 % received neither a FPG nor a loan under either the FFEL Program or FDL Program for the Fall quarter of 2008, other than an Unsubsidized Stafford Loan under either program

The completion rate represents the percentage of the total number of Full-Time Students (as defined below) who (a) started any program of study in the Fall quarter of 2008 at the main campus or any additional location of the institution, (b) were still attending a program of study at the main campus or any additional location of the institution on October 15, 2008 and (c) completed a program by the end of the 12-month period ending August 31 during which 150% of the normal time for completion of their program has lapsed (the "150% Completion Period").

Retention Rate:

The entire institution has a retention rate of 43.31% for Full-Time Students and 23.31% for Part-Time Students (as defined below) as determined in accordance with the following formula (the “Retention Rate”).

The retention rate represents a measure of the rate at which Full-Time Students or Part-Time Students persist in their programs of study at the institution expressed as a percentage of the total number of Full-Time Students or Part-Time Students who (a) started any bachelor degree program of study in the Fall quarter of 2013 at the main campus or any additional location of the institution and (b) were still attending a program of study at the main campus or any additional location of the institution on both October 15, 2013 and October 15, 2014 (the “Retention Period”).

Definitions:

“Students” are defined as only those students who satisfy all of the following criteria:

- (a) certificate, diploma or degree seeking;
- (b) undergraduate;
- (c) first-time (i.e., entering students who have never previously attended any institution of higher education); and
- (d) do not during the 150% Completion Period for purposes of the Completion Rate or during the Retention Period for purposes of the Retention Rate:
 - (i) leave school to serve in the Armed Forces;
 - (ii) leave school to serve on an official church mission;
 - (iii) leave school to serve with a foreign aid service of the U.S. Government;
 - (iv) die; or
 - (v) become totally and permanently disabled.

“Full-Time Students” are defined as Students who carry a full-time academic workload during an academic quarter, as determined by the institution under a standard applicable to all Students and which is at least 12 quarter credit hours.

“Part-Time Students” are defined as Students who carry a part-time academic workload during an academic quarter, as determined by the institution under a standard applicable to all Students and which is less than 12 quarter credit hours.

LIST OF BRANCH CAMPUSES

- (1) 6270 Park South Drive, Bessemer, AL 35022
- (2) 9238 Madison Boulevard, Suite 500, Madison, AL 35758
- (3) 3100 Cottage Hill Road, Building 3, Mobile, AL 36606
- (4) 12200 Westhaven Drive, Little Rock, AR 72211
- (5) 10220 North 25th Avenue, Suite 100, Phoenix, AZ 85021
- (6) 1840 North 95th Avenue, Suite 132, Phoenix, AZ 85037
- (7) 5005 S. Wendler Drive, Tempe, AZ 85282
- (8) 1455 West River Road, Tucson, AZ 85704
- (9) 362 N. Clovis Avenue, Clovis, CA 93612
- (10) 1140 Galaxy Way, Suite 400, Concord, CA 94520
- (11) 4160 Temescal Canyon Road, Suite 100, Corona, CA 92883
- (12) 16916 S. Harlan Road, Lathrop, CA 95330
- (13) 401 Mile of Cars Way, Suite 100, National City, CA 91950
- (14) 1200 Clay Street, Suite 200, Oakland, CA 94612
- (15) 4000 West Metropolitan Drive, Suite 100, Orange, CA 92868
- (16) 2051 Solar Drive, Suite 150, Oxnard, CA 93036
- (17) 10863 Gold Center Drive, Rancho Cordova, CA 95670
- (18) 670 East Carnegie Drive, San Bernardino, CA 92408
- (19) 650 West Cienega Avenue, San Dimas, CA 91773
- (20) 12669 Encinitas Avenue, Sylmar, CA 91342
- (21) 2555 W. 190th Street, Suite 125, Torrance, CA 90504
- (22) 440 South Melrose Drive, Suite 100, Vista, CA 92081
- (23) 14001 East Iliff Avenue, Suite 118, Aurora, CO 80014
- (24) 8620 Wolff Court, Suite 100, Westminster, CO 80031
- (25) 3401 S. University Drive, Fort Lauderdale, FL 33328
- (26) 13500 Powers Court, Suite 100, Fort Myers, FL 33912
- (27) 5901 NW 183rd Street, Suite 100, Hialeah, FL 33015
- (28) 7011 A.C. Skinner Parkway, Suite 140, Jacksonville, FL 32256
- (29) 1400 South International Parkway, Lake Mary, FL 32746
- (30) 1400 South International Parkway, Suite 100, Lake Mary, FL 32746
- (31) 6913 North 9th Avenue, Pensacola, FL 32504
- (32) 2639 North Monroe Street, Building A, Suite 100, Tallahassee, FL 32303
- (33) 4809 Memorial Highway, Tampa, FL 33634
- (34) 4809 Memorial Highway, Suite 100, Tampa, FL 33634
- (35) 1756 N. Congress Avenue, West Palm Beach, FL 33409
- (36) 485 Oak Place, Suite 800, Atlanta, GA 30349
- (37) 5905 Stewart Parkway, Douglasville, GA 30135
- (38) 10700 Abbotts Bridge Road, Suite 190, Duluth, GA 30097
- (39) 2065 ITT Tech Way N.W., Kennesaw, GA 30144
- (40) 1860 NW 118th Street, Suite 110, Clive, IA 50325
- (41) 12302 W. Explorer Drive, Boise, ID 83713
- (42) 3800 N. Wilke Rd, Suite 100, Arlington Heights, IL 60004
- (43) 800 Jorie Blvd, Suite 100, Oak Brook, IL 60523
- (44) 11551 184th Place, Orland Park, IL 60467
- (45) 2501 Wabash Avenue, Springfield, IL 62704
- (46) 2810 Dupont Commerce Court, Fort Wayne, IN 46825
- (47) 8488 Georgia Street, Merrillville, IN 46410
- (48) 10999 Stahl Road, Newburgh, IN 47630

- (49) 2525 N. Shadeland Ave, Suite 103, Indianapolis, IN 46219
- (50) 17390 Dugdale Drive, Suite 100, South Bend, IN 46635
- (51) 7600 West 119th St., Suite 100, Overland Park, KS 66213
- (52) 8111 E. 32nd Street North, Suite 103, Wichita, KS 67226
- (53) 3020 Old Todds Road, Lexington, KY 40509
- (54) 4420 Dixie Highway, Suite 230, Louisville, KY 40216
- (55) 14111 Airline Highway, Suite 101, Baton Rouge, LA 70817
- (56) 140 James Drive East, St. Rose, LA 70087
- (57) 333 Providence Highway, Route 1, Norwood, MA 02062
- (58) 200 Ballardvale Street, Building 1, Suite 200, Wilmington, MA 01887
- (59) 7030 Dorsey Road, Suite 100, Hanover, MD 21076
- (60) 11301 Red Run Boulevard, Owings Mills, MD 21117
- (61) 1905 S. Haggerty Road, Canton, MI 48188
- (62) 19855 West Outer Drive, Suite L10W, Dearborn, MI 48124
- (63) 6359 Miller Road, Swartz Creek, MI 48473
- (64) 1522 E. Big Beaver Road, Troy, MI 48083
- (65) 1522 E. Big Beaver Road, Suite 100, Troy, MI 48083
- (66) 1980 Metro Court S.W., Wyoming, MI 49519
- (67) 6120 Earle Brown Drive, Suite 100, Brooklyn Center, MN 55430
- (68) 7905 Golden Triangle Drive, Suite 100, Eden Prairie, MN 55344
- (69) 1930 Meyer Drury Drive, Arnold, MO 63010
- (70) 3640 Corporate Trail Drive, Earth City, MO 63045
- (71) 9150 E. 41st Terrace, Kansas City, MO 64133
- (72) 3216 S. National Avenue, Springfield, MO 65807
- (73) 382 Galleria Parkway, Suite 100, Madison, MS 39110
- (74) 4135 Southstream Boulevard, Suite 200, Charlotte, NC 28217
- (75) 10926 David Taylor Drive, Suite 100, Charlotte, NC 28262
- (76) 4025 Stirrup Creek Drive, Suite 200, Durham, NC 27703
- (77) 4050 Piedmont Parkway, Suite 110, High Point, NC 27265
- (78) 1120 North 103rd Plaza, Suite 200, Omaha, NE 68114
- (79) 9000 Lincoln Drive East, Suite 100, Marlton, NJ 08053
- (80) 5100 Masthead Street, N.E., Albuquerque, NM 87109
- (81) 2300 Corporate Circle, Suite 150, Henderson, NV 89074
- (82) 3825 W. Cheyenne Avenue, Suite 600, North Las Vegas, NV 89032
- (83) 13 Airline Drive, Albany, NY 12205
- (84) 2295 Millersport Highway, P.O. Box 327, Getzville, NY 14068
- (85) 235 Greenfield Parkway, Liverpool, NY 13088
- (86) 3428 W. Market Drive, Akron, OH 44333
- (87) 4717 Hilton Corporate Drive, Columbus, OH 43232
- (88) 3325 Stop Eight Road, Dayton, OH 45414
- (89) 3781 Park Mill Run Drive, Suite 1, Hilliard, OH 43026
- (90) 1656 Henthorne Boulevard, Suite B, Maumee, OH 43537
- (91) 4750 Wesley Avenue, Norwood, OH 45212
- (92) 4750 Wesley Avenue, Suite 100, Norwood, OH 45212
- (93) 14955 Sprague Road, Strongsville, OH 44136
- (94) 24865 Emery Road, Warrensville Heights, OH 44128
- (95) 1030 N. Meridian Road, Youngstown, OH 44509
- (96) 50 Penn Place Office Tower, 1900 NW Expressway, Suite 305 R, Oklahoma City, OK 73118
- (97) 4500 S. 129th East Avenue, Suite 152, Tulsa, OK 74134-5891
- (98) 9500 N.E. Cascades Parkway, Portland, OR 97220

- (99) 4825 Commercial Street SE, Suite 100, Salem, OR 97302
- (100) 1000 Meade Street, Suite 210, Dunmore, PA 18512
- (101) 449 Eisenhower Boulevard, Suite 100, Harrisburg, PA 17111
- (102) 220 West Germantown Pike, Suite 100, Plymouth Meeting, PA 19462
- (103) 311 Veterans Highway, Levittown, PA 19056
- (104) 105 South 7th Street, Suite 100, Philadelphia, PA 19106
- (105) 5460 Campbells Run Road, Pittsburgh, PA 15205
- (106) 100 Pittsburgh Mills Circle, Tarentum, PA 15084
- (107) 1628 Browning Road, Suite 180, Columbia, SC 29210
- (108) Six Independence Pointe, Greenville, SC 29615
- (109) 9654 N. Kings Highway, Suite 101, Myrtle Beach, SC 29572
- (110) 2431 W Aviation Avenue, North Charleston, SC 29406
- (111) 5600 Brainerd Road, Suite G-1, Chattanooga, TN 37411
- (112) 7260 Goodlett Farms Parkway, Cordova, TN 38016
- (113) 4721 Lake Park Drive, Suite 100, Johnson City, TN 37615
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- (118) 921 W Belt Line Road, Suite 181, DeSoto, TX 75115
- (119) 15651 North Freeway, Houston, TX 77090
- (120) 2950 S. Gessner, Houston, TX 77063
- (121) 2101 Waterview Parkway, Richardson, TX 75080
- (122) 2895 NE Loop 410, San Antonio, Texas 78218
- (123) 5700 Northwest Parkway, San Antonio, TX 78249
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- (125) 1001 Magnolia Avenue, Webster, TX 77598
- (126) 920 W. Levoy Drive, Murray, UT 84123
- (127) 14420 Albemarle Point Place, Suite 100, Chantilly, VA 20151
- (128) 5425 Robin Hood Road, Suite 100, Norfolk, VA 23513
- (129) 300 Gateway Centre Parkway, Richmond, VA 23235
- (130) 2159 Apperson Drive, Salem, VA 24153
- (131) 7300 Boston Boulevard, Springfield, VA 22153
- (132) 470 Security Boulevard, Green Bay, WI 54313
- (133) 6300 West Layton Avenue, Greenfield, WI 53220
- (134) 2450 Rimrock Road, Suite 100, Madison, WI 53713
- (135) 5183 U.S. Route 60, Building 1, Suite 40, Huntington, WV 25705

APPENDIX
STUDENT BODY DIVERSITY
ITT TECHNICAL INSTITUTE

Main Campus: 9511 Angola Court, Indianapolis, IN 46268

Additional Locations: Refer to the list of additional locations at the end of this document.

The student body diversity at the entire institution (i.e., a combination of the ITT Technical Institute main campus and all of its additional locations as specified above) for Students (as defined below) who (a) started any program of study in the Fall quarter of 2014 at the main campus or any additional location of the institution and (b) were still attending a program of study at the main campus or any additional location of the institution on October 15, 2014 was as follows:

71.09% Male

28.91% Female

77.68% Received a Pell Grant

93.32% Were Self-Identified Members of a Major Racial or Ethnic Group

“Students” are defined as only those students who satisfy all of the following criteria:

- (a) full-time (i.e., students who carry a full-time academic workload as determined by the institution under a standard applicable to all students and which is at least 12 quarter credit hours);
- (b) certificate, diploma or degree seeking;
- (c) undergraduate; and
- (d) first-time (i.e., entering students who have never previously attended any institution of higher education).

LIST OF BRANCH CAMPUSES

- (1) 6270 Park South Drive, Bessemer, AL 35022
- (2) 9238 Madison Boulevard, Suite 500, Madison, AL 35758
- (3) 3100 Cottage Hill Road, Building 3, Mobile, AL 36606
- (4) 12200 Westhaven Drive, Little Rock, AR 72211
- (5) 10220 North 25th Avenue, Suite 100, Phoenix, AZ 85021
- (6) 1840 North 95th Avenue, Suite 132, Phoenix, AZ 85037
- (7) 5005 S. Wendler Drive, Tempe, AZ 85282
- (8) 1455 West River Road, Tucson, AZ 85704
- (9) 362 N. Clovis Avenue, Clovis, CA 93612
- (10) 1140 Galaxy Way, Suite 400, Concord, CA 94520
- (11) 4160 Temescal Canyon Road, Suite 100, Corona, CA 92883
- (12) 16916 S. Harlan Road, Lathrop, CA 95330
- (13) 401 Mile of Cars Way, Suite 100, National City, CA 91950
- (14) 1200 Clay Street, Suite 200, Oakland, CA 94612
- (15) 4000 West Metropolitan Drive, Suite 100, Orange, CA 92868
- (16) 2051 Solar Drive, Suite 150, Oxnard, CA 93036
- (17) 10863 Gold Center Drive, Rancho Cordova, CA 95670
- (18) 670 East Carnegie Drive, San Bernardino, CA 92408
- (19) 650 West Cienega Avenue, San Dimas, CA 91773
- (20) 12669 Encinitas Avenue, Sylmar, CA 91342
- (21) 2555 W. 190th Street, Suite 125, Torrance, CA 90504
- (22) 440 South Melrose Drive, Suite 100, Vista, CA 92081
- (23) 14001 East Iliff Avenue, Suite 118, Aurora, CO 80014
- (24) 8620 Wolff Court, Suite 100, Westminster, CO 80031
- (25) 3401 S. University Drive, Fort Lauderdale, FL 33328
- (26) 13500 Powers Court, Suite 100, Fort Myers, FL 33912
- (27) 5901 NW 183rd Street, Suite 100, Hialeah, FL 33015
- (28) 7011 A.C. Skinner Parkway, Suite 140, Jacksonville, FL 32256
- (29) 1400 South International Parkway, Lake Mary, FL 32746
- (30) 1400 South International Parkway, Suite 100, Lake Mary, FL 32746
- (31) 6913 North 9th Avenue, Pensacola, FL 32504
- (32) 2639 North Monroe Street, Building A, Suite 100, Tallahassee, FL 32303
- (33) 4809 Memorial Highway, Tampa, FL 33634
- (34) 4809 Memorial Highway, Suite 100, Tampa, FL 33634
- (35) 1756 N. Congress Avenue, West Palm Beach, FL 33409
- (36) 485 Oak Place, Suite 800, Atlanta, GA 30349
- (37) 5905 Stewart Parkway, Douglasville, GA 30135
- (38) 10700 Abbotts Bridge Road, Suite 190, Duluth, GA 30097
- (39) 2065 ITT Tech Way N.W., Kennesaw, GA 30144
- (40) 1860 NW 118th Street, Suite 110, Clive, IA 50325
- (41) 12302 W. Explorer Drive, Boise, ID 83713
- (42) 3800 N. Wilke Rd, Suite 100, Arlington Heights, IL 60004
- (43) 800 Jorie Blvd, Suite 100, Oak Brook, IL 60523
- (44) 11551 184th Place, Orland Park, IL 60467
- (45) 2501 Wabash Avenue, Springfield, IL 62704
- (46) 2810 Dupont Commerce Court, Fort Wayne, IN 46825
- (47) 8488 Georgia Street, Merrillville, IN 46410
- (48) 10999 Stahl Road, Newburgh, IN 47630

- (49) 2525 N. Shadeland Ave, Suite 103, Indianapolis, IN 46219
- (50) 17390 Dugdale Drive, Suite 100, South Bend, IN 46635
- (51) 7600 West 119th St., Suite 100, Overland Park, KS 66213
- (52) 8111 E. 32nd Street North, Suite 103, Wichita, KS 67226
- (53) 3020 Old Todds Road, Lexington, KY 40509
- (54) 4420 Dixie Highway, Suite 230, Louisville, KY 40216
- (55) 14111 Airline Highway, Suite 101, Baton Rouge, LA 70817
- (56) 140 James Drive East, St. Rose, LA 70087
- (57) 333 Providence Highway, Route 1, Norwood, MA 02062
- (58) 200 Ballardvale Street, Building 1, Suite 200, Wilmington, MA 01887
- (59) 7030 Dorsey Road, Suite 100, Hanover, MD 21076
- (60) 11301 Red Run Boulevard, Owings Mills, MD 21117
- (61) 1905 S. Haggerty Road, Canton, MI 48188
- (62) 19855 West Outer Drive, Suite L10W, Dearborn, MI 48124
- (63) 6359 Miller Road, Swartz Creek, MI 48473
- (64) 1522 E. Big Beaver Road, Troy, MI 48083
- (65) 1522 E. Big Beaver Road, Suite 100, Troy, MI 48083
- (66) 1980 Metro Court S.W., Wyoming, MI 49519
- (67) 6120 Earle Brown Drive, Suite 100, Brooklyn Center, MN 55430
- (68) 7905 Golden Triangle Drive, Suite 100, Eden Prairie, MN 55344
- (69) 1930 Meyer Drury Drive, Arnold, MO 63010
- (70) 3640 Corporate Trail Drive, Earth City, MO 63045
- (71) 9150 E. 41st Terrace, Kansas City, MO 64133
- (72) 3216 S. National Avenue, Springfield, MO 65807
- (73) 382 Galleria Parkway, Suite 100, Madison, MS 39110
- (74) 4135 Southstream Boulevard, Suite 200, Charlotte, NC 28217
- (75) 10926 David Taylor Drive, Suite 100, Charlotte, NC 28262
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- (105) 5460 Campbells Run Road, Pittsburgh, PA 15205
- (106) 100 Pittsburgh Mills Circle, Tarentum, PA 15084
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- (108) Six Independence Pointe, Greenville, SC 29615
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- (111) 5600 Brainerd Road, Suite G-1, Chattanooga, TN 37411
- (112) 7260 Goodlett Farms Parkway, Cordova, TN 38016
- (113) 4721 Lake Park Drive, Suite 100, Johnson City, TN 37615
- (114) 9123 Executive Park Drive, Knoxville, TN 37923
- (115) 2845 Elm Hill Pike, Nashville, TN 37214-3717
- (116) 551 Ryan Plaza Drive, Arlington, TX 76011
- (117) 6330 Highway 290 East, Suite 150, Austin, TX 78723
- (118) 921 W Belt Line Road, Suite 181, DeSoto, TX 75115
- (119) 15651 North Freeway, Houston, TX 77090
- (120) 2950 S. Gessner, Houston, TX 77063
- (121) 2101 Waterview Parkway, Richardson, TX 75080
- (122) 2895 NE Loop 410, San Antonio, Texas 78218
- (123) 5700 Northwest Parkway, San Antonio, TX 78249
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- (125) 1001 Magnolia Avenue, Webster, TX 77598
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- (128) 5425 Robin Hood Road, Suite 100, Norfolk, VA 23513
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- (130) 2159 Apperson Drive, Salem, VA 24153
- (131) 7300 Boston Boulevard, Springfield, VA 22153
- (132) 470 Security Boulevard, Green Bay, WI 54313
- (133) 6300 West Layton Avenue, Greenfield, WI 53220
- (134) 2450 Rimrock Road, Suite 100, Madison, WI 53713
- (135) 5183 U.S. Route 60, Building 1, Suite 40, Huntington, WV 25705

Appendix

Student Complaint/Grievance Procedure

ITT TECHNICAL INSTITUTE

Student Complaint/Grievance Procedure

STATEMENT OF INTENT:

To afford full consideration to student complaints concerning any aspect of the programs, facilities or other services offered by or associated with ITT Technical Institute. This complaint procedure is intended to provide a formal framework within which such complaints may be resolved in the event that there is no other complaint/grievance procedure required by statute or regulation with respect to such complaints. This procedure is not, however, a substitute for other available informal means of resolving complaints or other problems.

Students are encouraged to communicate their concerns fully and frankly to members of the school faculty and administration. Reasonable measures will be undertaken to preserve the confidentiality of information that is reported during the investigation and to protect persons who report information from retaliation.

PROCEDURE: All student complaints will be handled in the following manner:

STEP ONE - Contact School Director

1. A student must present to the school Director any complaint relating to any: (a) aspect of the programs, facilities or other services provided by the school; (b) action or alleged misrepresentation by an employee or representative of the school; (c) discrimination or harassment based on race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status by any student, applicant, faculty member or other school employee, or visitor or invitee of the school; and (d) school activity. The complaint may be oral or written. The school Director will promptly acknowledge receipt of the complaint.
2. The school Director will meet with the student to discuss and respond to the complaint. The school Director's response may be oral or written and will address the specific complaint and indicate what, if any, corrective action has been proposed or accomplished.
3. Within three (3) school days of any such discussion, the school Director will prepare a written summary of the discussion, including any agreed upon or proposed solution of the student's complaint. The school Director will take the necessary steps to ensure that any agreed upon solution or other appropriate action is taken.

STEP TWO - Appeal to ITT Educational Services, Inc. ("ITT/ESI")

1. If a complaint is not resolved to the student's satisfaction, the student will, as soon as possible after the student's discussion with the school Director, submit the complaint on a Student Complaint Summary form to the Student Relations Specialist, ITT/ESI, 13000 North Meridian Street, Carmel, Indiana 46032-1404, telephone (800) 388-3368.
2. Within ten (10) days after receipt of the student's written letter of complaint, the Student Relations Specialist, ITT/ESI, or designee will reply to the student in writing, specifying what action, if any, ITT/ESI will undertake.

STEP THREE - Contact the State

If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Texas Workforce Commission, Career Schools and Colleges and/or the Texas Attorney General's Office, Consumer Protection Division. The Texas Workforce Commission, Career Schools and Colleges address is 101 East 15th Street, Austin, Texas 78778-0001, telephone (512) 936-3100, Web address <http://csc.twc.state.tx.us>. The student must contact the Commission for further details. The Texas Attorney General's Office is located at 300 W. 15th Street, Austin, TX 78701, telephone (800) 621-0508, Web address <https://www.oag.state.tx.us/>.

STEP FOUR - Contact the Accrediting Council

If the complaint has not been resolved by ITT/ESI to the satisfaction of the student, the complaint may also be referred to the Accrediting Council for Independent Colleges and Schools, 750 First Street, NE, Suite 980, Washington, DC 20002-4241, telephone (202) 336-6780.

I have been given a copy of the ITT/ESI Student Complaint/Grievance Procedure. I have read and understand my rights and responsibilities under it. I understand that if I have a complaint, I should use the procedure outlined above.

Signature

Date

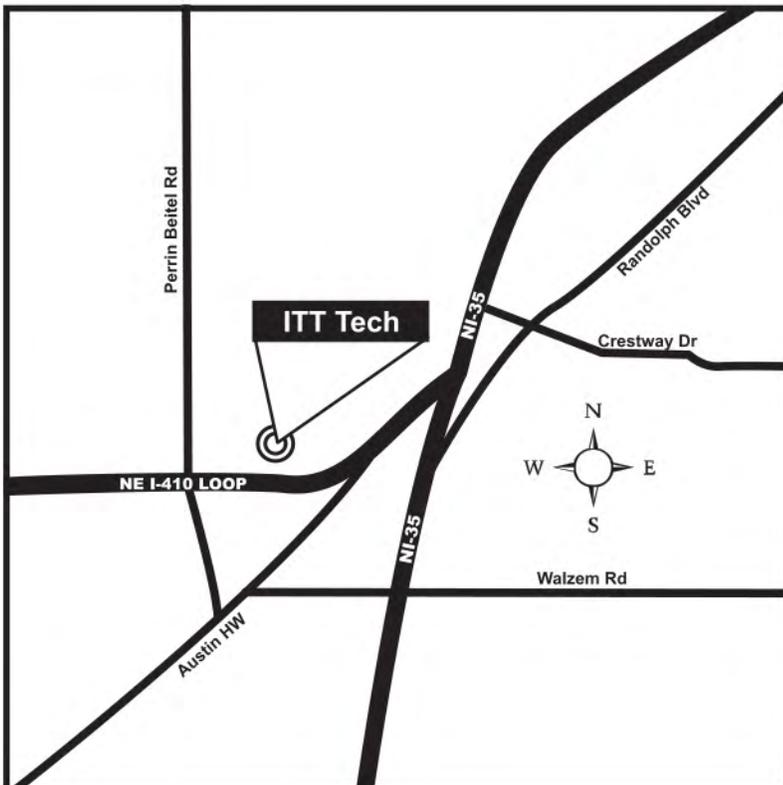
Print Name

Class Number

COMP 4 REV. 11/12 TEXAS

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Notes



ITT Technical Institute
2895 NE Loop 410
San Antonio, TX 78218
210-651-8500

For more information, visit us at our
Web site www.itt-tech.edu.



ITT Technical Institute **ITT**

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INVENTORY OF EQUIPMENT

750 FIRST STREET, NE, SUITE 980
 WASHINGTON, DC 20002-4241
 TEL: (202) 336-6780
 FAX: (202) 842-2593
 WWW.ACICS.ORG

Include equipment used directly in the educational activities of the institution; do not include administrative equipment. Add items to this list as necessary.

Name of Institution ITT Technical Institute-San Antonio East ID Code 00070456

City, State, Zip San Antonio, TX 78218

COMPUTERS	NUMBER	AVE AGE	OWN/LEASE
Dell Optiplex 790 Computer & Monitor	78	3 YRS	Own

OTHER INSTRUCTIONAL EQUIPMENT	NUMBER	AVE AGE	OWN/LEASE
Dell 5330dn-LRC	1	3 YRS	Own
Dell 5330dn-LAB 02	1	3 YRS	Own

AUDIO-VISUAL EQUIPMENT	NUMBER	AVE AGE	OWN/LEASE
Sharp Aquos LED TV	2	3 YRS	Own
Toshiba DVD/VCR Combo	1	3 YRS	Own
NEC 32" Television	1	3 YRS	Own
Overhead Projectors	6	3 YRS	Own
PROGRAM SPECIFIC EQUIPMENT (Identify Program)			
HP Laserjet 5200TN Printer	1	3 YRS	Own
HP Design Jet T790	2	3 YRS	Own
Instek Dual Display Multimeter GDM-8521A-ELCT	24	3 YRS	Own
Instek Power Supply GPD-3303s-ELCT	24	3 YRS	Own
Rigol Digital Oscilloscope DS1102E-ELCT	20	3 YRS	Own
Rigol Fuction Generator DG1022-ELCT	24	3 YRS	Own



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

NEW PROGRAM APPLICATION

Revised Sep 2010

This application is to be completed for all new programs. All information is required unless otherwise indicated. All new program applications must be in English, typed, tabbed, and submitted electronically. **Approval letters will be sent via e-mail to the person who prepared the application.**

Is this application being submitted in response to a team visit? Y N
 Is this an application for the first new program at this credential level at this campus? Y N
 Is this application a result of an existing program revision totaling more than 25%? Y N
 If this program is delivered via non-traditional education, select percentage <50% >50%

Application preparer information

Name Stephie Guptill Title Regulatory Affairs Manager
 Organization (if different than institution) ITT Educational Services, Inc.
 Telephone 317-582-0763 Fax 317-706-3041
 Email sshaner_guptill@itt-tech.edu

Program Measurement

Name of program Accounting Program CIP code 52.0302
 Certificate Diploma Occupational Associate's Academic Associate's Bachelor's Master's Doctorate

Proposed start date June 16, 2014

A new program must be initiated within one year of the date of initial approval. Programs which are not initiated within one year of approval will no longer be considered an approved program at the campus in question.

Total credit hours awarded: 93 Quarter Semester Trimester

Number of contact hours 1224 MINIMUM 1224 MAXIMUM 1224 (required)

Program length in weeks 84 84 (required)

Program length in academic years 2.33 2.33 (required)

Weeks per academic year 36 36 (required)

If this program is identical to programs submitted for multiple locations at the same time, list the primary campus and the ACICS unique ID (000xxxxx) for all other locations.

00016035 Arlington	ACICS ID for 1st application location (Fee = \$1,000)				
Below list the ACICS ID for each additional location (Fee = \$500 each location)					
00016037	Austin	00016064	Richardson	00016094	Webster
00025524	DeSoto	00016069	San Antonio		
00016095	Houston North	00070456	San Antonio East		



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

NEW PROGRAM APPLICATION

Revised Sep 2010

00016032	Houston West	00039163	Waco		
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NEW PROGRAM NARRATIVE

Revised Feb, 2010

For the proposed program use a narrative format to answer each question or request for description. *Applications will not be reviewed unless all areas are complete.*

INSTITUTIONAL MISSION

1. What is the mission of the institution? (*Restrict text box to 1,500 characters with spaces*)

The ITT Technical Institute is an institute of higher learning that is committed to offering quality undergraduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers educational programs that integrate life-long learning with knowledge and skills to help students:

- Pursue their personal interests and objectives;
- Develop intellectual, analytical and critical thinking abilities, and
- Provide service to their communities.

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

2. What are the objectives of the new program? Describe how these objectives conform to the mission of the institution. (*Restrict text box to 1,500 characters with spaces*).

The program exposes students to fundamental knowledge and skills utilized in entry-level accounting. Students will be exposed to a variety of skills used to provide technical administrative support to professional accountants and other financial management personnel. Students are introduced to a variety of accounting topics, including posting transactions to accounts, record-keeping systems, accounting software operation and general accounting principles and practices.

This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level accounting and bookkeeping positions.

COMMUNITY/PROFESSIONAL RESOURCES UTILIZED IN PROGRAM DEVELOPMENT

1. What types of community or professional input were utilized to develop the program? Please upload as one document copies of all minutes of advisory board meetings pertinent to this application and include the names and qualifications of members. (*See step 3 in the New Program Application Process*)

The ITT/ESI Curriculum staff responsible for the curriculum development is:

- **Dean Kempter, Ed.D. – VP, Chief Academic Officer:** Ed.D. in Educational Leadership and Policy Studies, MBA, B.A. in Economics
- **Charan Singh – Director, Instructional Operations:** M.S.E.E. in Computer Engineering, B.S.E.E. in Electronics
- **Bonnie Aspiazu, JD, MBA. – Managing Director, Instructional Operations, School of Business:** J.D. with Health Law Concentration, MBA, B.S. in Health Information Management,



NEW PROGRAM NARRATIVE

Revised Feb, 2010

Fellow of the American College of Healthcare Executives (FACHE), Registered Health Information Administrator (RHIA)

- **Sandra R. Owens, Ed.D. – Senior Project Manager, Curriculum Development:** Ed.D. in Organizational Leadership, MBA, B.S. in Business Administration, B.A. in Economics

In addition to the internal staff used to develop the original curriculum, the college has local advisory committees consisting of industry professionals for each school of study program offered. At advisory committee meetings, matters such as local employer expectations, changing technology, and student outcomes are reviewed. The college has well-established program advisory committees within the School of Business and is in the process of establishing a local advisory committee for the Accounting program. Copies of all minutes of advisory committee meetings will be on file at the college.

2. State the qualifications for persons who: (Restrict text box for each of the responses below to 1,000 characters with spaces)

- a) designed the curriculum

Please see above.

- b) will supervise the new program

Along with the school's Dean, the Accounting program will be overseen by the School of Business chair.

INSTITUTIONAL READINESS

1. What resources are needed and available to offer the proposed program at full operation at the campus submitting this new program application, including:
 - a) existing and new courses needed to implement the program:

<u>Existing Courses (at this campus)</u>	<u>New Courses (at this campus)</u>
GS1140 Problem Solving Theory	BU1110 Introduction to Business
GS1145 Strategies for the Technical Professional	AC1220 Accounting Principles I
GS2745 Advanced Strategies for the Technical Professional	MG1350 Fundamentals of Supervision
ES2550 Microeconomics	AC1320 Accounting Principles II
EN1320 Composition I	AC1420 Financial Accounting
CO2520 Communications	BU1410 Management Information Systems
ES2560 Macroeconomics	AC2520 Tax Preparation
MA1210 College Mathematics I	FN2640 Fundamentals of Finance
EN1420 Composition II	BU2620 Fundamentals of Business Communications
	AC2620 Fundamentals of Managerial Accounting
	AC2720 Cost Accounting
	AC2799 Accounting Capstone Project



NEW PROGRAM NARRATIVE

Revised Feb, 2010

b) existing and new physical resources needed (e.g., classrooms, libraries, institutional resources and equipment, and clinical sites):

Existing Physical Resources (at this campus)	New Physical Resources (at this campus)
Delivery is via standard distance education requirements.	

PROGRAM DESCRIPTION

1. What are the entrance requirements or methods used to determine whether prospective students will be able to fulfill program requirements? How do these requirements compare with requirements for existing programs? *(This text box is limited to 1,000 characters)*

A student may be admitted into a program of study offered by the school upon satisfying all of the following requirements:

- (a) The student is at least 16 years of age.
- (b) The student has:
 - (1) a high school diploma; or
 - (2) a recognized equivalent of a high school diploma (e.g., typically a general education development (GED) certificate or a document from a state authority (to the satisfaction of the school) recognizing that the student has successfully completed secondary school through home schooling (as defined by state law)).

The student must provide the school with the following before the end of the student's first quarter of attendance at the school, or the student will be terminated from his or her program of study:

- (i) a copy of the student's high school diploma;
 - (ii) a copy of the student's recognized equivalent of a high school diploma;
 - (iii) the student's official high school transcript;
 - (iv) the student's GED scores at or above the passing level set by the state agency awarding the GED; or
 - (v) a document from a state authority (to the satisfaction of the school) recognizing that the student successfully completed secondary school through home schooling (as defined by state law).
- (c) The student must:
 - (1) have scored, within the immediately preceding eighteen months, a minimum of 13 on the Wonderlic Scholastic Level Exam; or
 - (2) have scored, within the immediately preceding five years, a minimum of:
 - (i) 17 on the ACT; or
 - (ii) 400 each on both the critical reading (formerly verbal) and math portions of the SAT; or
 - (3) have earned 36 quarter credit hours or 24 semester or trimester credit hours with an overall cumulative grade point average of 2.0 on a 4.0 grading scale from a postsecondary educational institution located either (A) in the U.S. that is accredited by an accrediting agency recognized by the U.S. Department of Education or (B) outside the U.S. that is accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.
 - (d) The student provides the school with an official transcript from each educational institution awarding the degree or any course credits that the student desires to transfer to satisfy the requirements in (c) (3) above.



NEW PROGRAM NARRATIVE

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- (e) The student satisfactorily completes (as determined by the school in its discretion) a readiness offering, if the Registrar requests that the student complete a readiness offering. A readiness offering is an online module that:
- (1) is not credit bearing;
 - (2) is not part of the student's program of study;
 - (3) involves no tuition, fees or other costs owed by the student to the school; and
 - (4) involves the completion of coursework and passing an exam.
- (f) The student passes (as determined by the school in its discretion) an individual interview with the Registrar, if the Registrar requests an interview with the student.

Upon the student's satisfaction of all of the above requirements with respect to his or her selected program of study, the school will promptly notify the student that he or she is admitted into that program of study at the school.

2. If there is a practicum component? (Upload practicum agreement)

a) please identify potential practicum sites:

This program does not contain a practicum or internship component.

<u>Company Name</u>	<u>Location</u>
N/A	

b) Describe student responsibilities and method of supervision, and attach a copy of the practicum agreement. (Limited to 1,000 characters)

N/A

3. Is licensure or certification required for persons employed in this field in your state? _____ Yes
 No

If yes, describe how the curriculum will develop the competencies to enable students to meet the licensing or certification requirements of the state.

4. Does the state licensing agency require new programs to be approved? _____ Yes
 No

If yes, describe previous or concurrent evaluation procedures that the state approval agency requires and submit evidence of state approval received (or proof of exemption from state approval). All institutions must submit copies of official documentation issued by their state.

The Texas Workforce Commission provides oversight to degree-granting schools in the state of Texas. ITT Technical Institute, All ITT Technical Institutes in TX are exempted from application of the statutes of the Texas Higher Education Coordinating Board on the basis of its national accreditation. The certification is attached.

5. Does the program include training conducted by a third party? _____ Yes
 No



NEW PROGRAM NARRATIVE

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If yes, explain, including percentage offered. See Section 2-2-505 of the *Accreditation Criteria* for more information. (Limited to 1,500 characters)



NEW PROGRAM NARRATIVE

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DOCUMENTS PREPARATION

1. Prepare and upload to ACICS Electronic Document Management system (EDM) the following documents (see Step 3 of the New Program Application process):
 - New Program Application
 - Narrative
 - Letter of state approval (or exemption from state when state approval is not required)
 - Draft catalog addendum including program description and outline (The program description must follow the guidelines as outlined in Appendix C of the Accreditation Criteria – the program outline should be by quarter/trimester/semester)
 - Academic Credit Analysis
 - New Program Faculty Information forms as a single document for upload using MS Word (2003 or 2007) or .pdf format)
 - Course Syllabi. Syllabi must meet elements established in the Accreditation Criteria Glossary. See “Model Curricula Guidelines” at www.acics.org for examples); (Prepare all syllabi as a single document upload using MS Word (2003 or 2007) or .pdf format)
 - Advisory Board Meeting Minutes (if applicable) **N/A**
 - Practicum Agreements (if applicable) **N/A**
 - Evidence of state licensing agency approval or exemption (if applicable) **N/A**
 - Transition Plan to Add a Higher Credential form (if applicable) **N/A**

FOR NON-TRADITIONAL NEW PROGRAM APPLICATIONS ONLY (See Appendix H in the Accreditation Criteria):

1. Please provide a narrative statement that responds fully to each area identified in Appendix H of the Accreditation Criteria (Limited to 2,000 characters) (Restrict to 2,000 characters with spaces)

All of the courses in the Accounting program may be taught either completely in residence at the school, completely online over the Internet as a distance education course, or partially in residence and partially online, as determined by the school from time to time in its discretion.

The Chief Academic Officer and the Dean at the ITT Technical Institute campus are the designated overseers of the distance education activities at the school. These overseers are supported by the technical and support staff that are part of the Online division of ITT Technical Institute, Indianapolis.

The institution provides a mandatory, facilitated faculty training program specifically related to teaching in an online environment. The training includes an orientation to the delivery platform, program overview, policies and procedures and course syllabi. This training includes an emphasis on faculty development in the online environment and provides an on-going set of activities and resources devoted to communicating with students and improving academic performance and student satisfaction. The training program for new instructors consists of three self-guided e-campus classes specifically designed for online teaching. In addition, faculty supervisors train new instructors on the effective use of ITT Technical



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Institute's Learning Management System, prior to their first teaching assignment. New instructors have access to the Learning Management System and the online learning plan for the course they will teach weeks before the class actually starts.

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of the courses. Support materials for each distance education course are provided to the student. These materials may include course syllabus, textbook or E-textbooks, CD-ROM and other printed documents required for the distance education course. Interaction between students, faculty, and Online support personnel is conducted through the Learning Management System and the email system.

The admission requirements for ITT Technical Institute resident students are the same for all applicable students, regardless of whether the student is taking an online or onsite course; however, resident students are prohibited from being registered for an online section of any course they have previously failed. Furthermore, resident students are automatically assigned to a Hybrid Student Preparation (HSP) offering when they are registered for their first online course. The HSP is designed to familiarize the student with online learning and the online learning management system, and may be accessed by the student as early as four weeks prior to the start date of his/her first online course. The HSP offering does not display on the student's transcript. The student must complete the HSP before beginning his/her first online course.

Students who choose to take the courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes. In order to take courses online, the student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education course. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and printer), software and Internet service. All ITT Technical Institute students are provided with an email account.

ITT Technical Institute offers an online orientation in the form of the OSP offering. This OSP Offering is delivered using the Learning Management System and includes topics specifically designed to prepare students to become successful online learners. This initial OSP is designed as a leveling tool to help all students reach a common level of understanding in reference to the following components:

Learning Management System usage:

- Grade Reports
- Activity Reports
- Starting each week
- Participating in Discussion Forums
- Completing Assignments
- Completing Quizzes and Exams
- Attaching Files

Many online courses are a direct conversion of the same courses already approved by ACICS and currently delivered in a "residential" format at many ITT Technical Institutes. The individual course learning objectives and outcomes, therefore, have already been established



NEW PROGRAM NARRATIVE

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as being consistent with the overall program objectives, expected program outcomes and credential awarded.

When students first enroll in an online course they are issued a password that allows them entrance into the course management system and their specific course(s). Students introduce themselves to the instructor and student cohort using a Student Profile Template. This information is then posted for others in the class to access. Interaction between students, faculty, and Online support personnel is conducted through the Learning Management System, our email system, and occasional personal telephone calls. The instructor answers all questions posted by students within 24 to 48 hours.

The allocation of credit hours for the online courses is based on the same ratio as the resident courses. This is a ratio of twelve clock hours of theory for one quarter-credit hour.

The curriculum offered to both residential and online students at the ITT Technical Institute is a prescribed curriculum. In order to access the curriculum students must log on to the Learning Management System using a password.

When students first enroll in an online course they are issued a password that allows them entrance into the Learning Management System and their specific course(s). Only students or authorized agents of students may request a password reset. An approved Federal Educational Rights and Privacy Act of 1974 (FERPA) waiver, or authorization for release, which specifically authorizes the student's agent to request a password reset must be on file. The student (or agent) must speak directly with an authorized individual from Instructional Operations who will reset a password only after verifying the student's identity and legitimate need for a reset.

Generally speaking, the qualifications for the online instructor are no different than the resident instructor. The exception occurs when resident campuses have state requirements, which may differ from the Criteria.

A faculty-mentoring program is in production that will aid in the professional development of ITT Educational Services, Inc. (ITT/ESI) online faculty members. After completing the mandatory online faculty-training program mentioned above each new faculty member will be assigned a single course and a "seasoned" mentor that has demonstrated ITT Technical Institute online teaching experience to help with the day-to-day activities associated with teaching online for an ITT Technical Institute.

ITT/ESI has invested in the development of its own Learning Management System. The Learning Management System allows for the direct control of all functionality related to delivering high quality distance education program offerings. Both faculty and students are required to participate in facilitated orientation programs prior to employment or starting classes. These programs are an essential component of the school's efforts to ensure a high quality educational program.

The ITT Tech Virtual library includes reference materials and faculty discussion boards for research and collaboration on curriculum and teaching methodology issues. Virtual staff meetings and professional development sessions as well as virtual office hours via telephone and email ensure frequent contact with the Online Student Support Team so that faculty have



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access to and can receive guidance from their supervisors. The FAQ database in the Learning Management System enables the faculty to solve problems and teach more effectively.

The ratio is generally planned to be 25:1. This will be in line with other programs currently offered at the school.

Within 30 days of being hired each faculty member is required to complete an annual Faculty Development Plan that includes activities designed to keep our faculty members at the forefront of their field. Progress toward each of these activities is required to be reported each term.

Adding online courses to the courses available onsite requires little, if any, additional financial resources. ITT/ESI has determined that better quality and greater control and efficiency of online course delivery for the ITT Technical Institutes can be achieved through a corporate managed and funded process.

Online delivery of courses at the ITT Technical Institute is designed to work with DSL or cable modem.

Students taking online courses will also be residential students taking other courses in traditional classroom presentation format at the institution. The ITT Technical Institute Virtual Library and on-campus Learning Resource center provide sufficient and necessary electronic and hard-copy resources to support the all courses offered through distance education as well as all other courses associated with the programs offered at the institution.

Inasmuch as ITT Technical Institute resident students enrolled in online courses also take courses in traditional classroom format at the institution, academic advising, financial aid assistance and employment assistance are readily available. Faculty and support staff are able to proactively provide assistance to students, regardless of whether they are enrolled in distance education or residential courses.

The distance education student, also being a residential student, will receive the same Career Services Department assistance as all students at the institution. ITT Technical Institute students are advised of job postings and interview opportunities. Students are also advised of where to access information on how to prepare and appear at job interviews and how to conduct themselves during job interviews. The school offers helpful reference sources to assist the student in locating firms and geographic areas offering employment opportunities related to his or her education.

As previously indicated, the online courses are a direct conversion of the same courses delivered in a "residential" format at each ITT Technical Institute in terms of objectives and outcomes. There is a prescribed schedule for completion of all coursework for each distance education course. Support materials for each distance education course are sent to the student and include the course syllabus and may also include textbook, E-textbooks, CD-ROM and other printed documents. Interaction between students, faculty and online support personnel is conducted through Learning Management System, our email system, and occasional personal telephone calls. ITT/ESI has found that, generally speaking, most online courses and the same residential course require comparable amounts of time for students to complete the activities outlined in the syllabi and fulfill the course objectives.



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Any or all of the courses in a program that are marked with a “+” in the program outline for that program in the Curricula section of this catalog may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion.

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are provided to the student. These materials may include course syllabus, textbook, E-textbooks, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort group for each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.



TEXAS HIGHER EDUCATION COORDINATING BOARD

Workforce, Academic Affairs and Research
P.O. Box 12788 Austin, Texas 78711 • 1200 East Anderson Lane 78752

November 8, 2012

MacGregor M. Stephenson, J.D., Ph.D.
Assistant Commissioner
Workforce, Academic Affairs and Research
macgregor.stephenson@thech.state.tx.us

Stacey Silverman, Ph.D.
Deputy Assistant Commissioner
Workforce, Academic Affairs and Research
stacey.silverman@thech.state.tx.us

Phone 512/427-6200
Fax 512/427-4168

Web site:
<http://www.thech.state.tx.us>

Barry Bailey
Director
ITT Technical Institute
2895 NE Loop 410
San Antonio, TX 78218

Dear Mr. Bailey:

This letter confirms that ITT Technical Institute is authorized to grant Associate and Bachelor's degrees, grant credits toward degrees, and to use certain protected academic terms at the San Antonio, Texas campus. Specifically, the institution has qualified for an exemption as defined in Chapter 7.3 of the Texas Higher Education Coordinating Board's rules.

Enclosed is a Certificate of Authorization. Authority for this exemption is based on ITT Technical Institute's accreditation with Accrediting Council for Independent Colleges and Schools (ACICS). This exemption will continue as long as ITT Technical Institute maintains accreditation standards acceptable to ACICS and makes no substantive change that exceeds the basis upon which it is exempt.

The Coordinating Board's rules for continuing eligibility for a Certificate of Authority or Certificate of Authorization requires compliance with the data reporting protocols contained in the Reporting and Procedures Manual. The manual may be accessed at <http://www.thech.state.tx.us/reports/PDF/2384.PDF>. Questions regarding the data reporting requirements may be directed to Torca Bunton via email at Torca.Bunton@thech.state.tx.us.

If you have additional questions, please contact Cathie Maeyaert, Program Director, by phone at 512.427.6527 or via email at Cathie.Maeyaert@thech.state.tx.us or me.

Sincerely,

(b)(6)
(b)(6)

MacGregor M. Stephenson

Enclosure

c: Michael DeLong

WAAR/fw

TEXAS HIGHER EDUCATION COORDINATING BOARD
CERTIFICATE OF AUTHORIZATION

TO GRANT ASSOCIATE AND BACHELOR'S DEGREES



Issued to

ITT Technical Institute
San Antonio, Texas

*ITT Technical Institute has demonstrated that it meets the standards set forth in the rules of the Texas Higher Education Coordinating Board and qualifies for an exemption pursuant to Subchapter G, Chapter 61, Texas Education Code and, as defined in Chapter 7.3 of Board rules. **ITT Technical Institute** is authorized to conduct courses, grant degrees, grant credit toward degrees, and to use certain protected academic terms in the State of Texas. Authority for this exemption will continue as long as the institution maintains its accreditation status with the Accrediting Organization **Accrediting Council for Independent Colleges and Schools (ACICS)** and standards acceptable to the Coordinating Board.*

(b)(8)

Issue date: **November 8, 2012**
Effective date: **November 8, 2012**

Assistant Commissioner of Workforce, Academic Affairs and Research

From: Bosman, Virginia [mailto:(b)(6)@twc.state.tx.us]
Sent: Wednesday, January 07, 2009 11:56 AM
To: Stephie Shaner Guptill at HQ
Subject: FW: ITT applications -- new programs: Associate of Science Degree

As I understand the process: You have received your exemption from THECB for their approval. You now need to notify your accrediting body FIRST of your intention to offer a new degree. Once that SPECIFIC DEGREE is approved by them then I need that approval letter with the catalog pages. TWC does not approve degree programs and ACICS is aware of that. Hopefully that clarifies the process.

Virginia Bosman
Program Specialist
Texas Workforce Commission
Career Schools & Colleges
101 East 15th St., Room 104T
512/936-9264; fax 512/936-3111
(b)(6)@twc.state.tx.us

From: De Long, Michael
Sent: Wednesday, January 07, 2009 10:42 AM
To: Bosman, Virginia
Subject: FW: ITT applications -- new programs: Associate of Science Degree

FYI

From: Anthony Bieda [mailto:(b)(6)@acics.org]
Sent: Wednesday, January 07, 2009 10:24 AM
To: De Long, Michael
Cc: Jocelyn Harris
Subject: ITT applications -- new programs: Associate of Science Degree

Michael –

So far we have not received applications from ITT to offer these new programs at the A.S. level in their seven Texas campuses. Once we do (I'm sure they are coming based on the information you shared), I will let you know!

Regards,

Anthony S. Bieda
ACICS Director of Regulatory Affairs
750 First Street NE, Suite 980
Washington, D.C. 20002
202.336.6781



REEVALUATION VISIT REPORT

WESTWOOD COLLEGE - DENVER NORTH
750 N. Broadway
Denver, CO 80221
ACICS ID Code: 00027062

Mr. Daniel Snyder, Campus President (dsnyder@westwood.edu)
27062@westwood.edu

June 2-3, 2014

Mr. Lonnie Echternacht	Chair	University of Missouri-Columbia	Columbia, MO
Ms. Darlene A. Minore	Student-Relations	Minore Educational Strategies, LLC	Bainbridge Island, WA
Mr. Jack Phan	Educational Activities and Library	Western Nebraska Community College	Olathe, KS
Mr. John Mago	Business Administration Specialist	Anoka Ramsey Community College	Andover, MN
Mr. Douglas Guare	Construction Management/ Computer Aided Design Specialist	TESST College	Stevensville, MD
Ms. Sheila Vandembush	Dental Assisting Specialist	Sanford-Brown College	Dallas, TX
Ms. Rosalind Collazo	Med. Assisting/Med. Office Mgt./Health Info. Tech. Specialist	Chairperson, ASA Institute (Retired)	Glen Burnie, MD
Mr. Joseph Aranyosi	Graphic Design/Game Art Specialist	Director Curr. Development, Career Educ. Corporation	Crystal Lake, IL
Mr. Terry Campbell	Criminal Justice/Paralegal Specialist	Kaplan University	Okeechobee, FL
Mr. Randolph Roof	Automotive Technology Specialist	APTC College	Hendersonville, TN
Mr. Michael Jordan	Information Tech./Networking/ Software Development Specialist	MBJ Enterprises, Inc.	Fishers, IN
Maurice Wadlington	Staff Representative	ACICS	Washington, DC

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

**PROGRAMS OFFERED BY
WESTWOOD COLLEGE - DENVER NORTH
DENVER, COLORADO**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enrol: Full- time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science	Academic Associate's	Business Administration	910	90.0	46	64%	50%	100%	N/A
Associate of Applied Science	Academic Associate's	Computer Aided Design/ Architectural Drafting	1,180	90.0	5	69%	100%	100%	0%
Associate of Applied Science	Academic Associate's	Construction Management	965	90.0	9	88%	N/A	100%	N/A
Associate of Applied Science	Academic Associate's	Criminal Justice	905	90.0	37	68%	100%	86%	N/A
Associate of Applied Science	Academic Associate's	Dental Assisting	1,285	97.5	12	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Graphic Design	1,180	90.0	6	53%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Health Information Technology	1,270	103.5	8	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Healthcare Office Administration	945	90.0	3	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Information and Network Technologies	1,225	90.0	13	58%	83%	79%	100%
Associate of Applied Science	Academic Associate's	Medical Assisting	1,180	92.0	32	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Medical Office Management	945	90.0	1	91%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Paralegal	925	90.0	6	100%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Surveying*	1,085	90.0	0	100%	67%	70%	75%
Associates in Occupational Studies	Occupational Associate's	Automotive Technology	1,425	94.5	80	64%	88%	73%	73%

Associate of Occupational Studies	Occupational Associate's	Information Technology	1,265	91.5	42	N/A	N/A	N/A	N/A
Associate of Occupational Studies	Occupational Associate's	Medical Assisting	1,180	92.0	10	64%	77%	72%	60%
Bachelor of Science	Bachelor's	Business Administration: Major in Management	1,820	180.0	14	72%	100%	68%	75%
Bachelor of Science	Bachelor's	Construction Management	1,945	180.0	5	72%	50%	77%	79%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1,820	180.0	20	85%	45%	67%	40%
Bachelor of Science	Bachelor's	Graphic Design: Major in Game Art	2,325	180.0	1	91%	39%	95%	20%
Bachelor of Science	Bachelor's	Interior Design*	2,330	180.0	0	100%	100%	92%	67%
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in CISCO Network Systems	2,230	180.0	6	82%	85%	76%	93%
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in Systems Security*	2,350	180.0	0	100%	100%	93%	100%
Bachelor of Science	Bachelor's	Software Development: Major in Game Software Development	2,145	180.0	37	85%	40%	75%	73%

**TOTAL
ENROLLMENT**

393

Notes: Type in bold any retention rate below 65 percent (programs >1 year in length) or 70 percent (programs =<1 in length) and any placement rate below 70 percent.

* The program had no enrollment during the team visit; thus, the team did not review the program. The administration stated that the institution is not currently anticipating enrollment in the program.

INTRODUCTION

Westwood College was founded in Denver, Colorado, in 1953. At the time, it was named the Radio and Television Repair Institute. In 1958 the school expanded its electronics curriculum to meet the growing demands of the industry and changed its name to the National Electronics Institute. In 1974 Denver Institute of Technology (DIT) acquired ownership of the college and expanded the curriculum to adapt to the rapidly evolving technological developments of the time. In November 1997, DIT officially became Westwood College of Technology. In 2004, due to expansion in programs offered, Westwood College of Technology became Westwood College. The Denver North campus of Westwood College is a wholly-owned entity of Trav Corporation, which is a wholly-owned subsidiary of Westwood College, Inc.

The Westwood College – Denver North facility is located at 750 N. Broadway in Denver, Colorado, near the intersection of Interstate 25 and U.S. 36 (Boulder Turnpike). The institution currently occupies 45,000 square feet of the original building (84,000 total square feet) and serves nearly 400 enrolled students with approximately 70 faculty and staff. The institution shares the remaining 39,000 square feet of the facility with Redstone College, a sister school owned and operated by ALTA Colleges and accredited by ACICS. Ample well-lit parking that is security patrolled is available for students, staff, and visitors. Special facilities are available for disabled persons including specially equipped restrooms and parking spaces.

The current student population is comprised of 70 percent males and 30 percent females. The average age of the student body is 28.4 years old. The student population is diverse, consisting of 29 percent Caucasian, 10 percent Hispanic, 6 percent two or more races, 3 percent African American, 1 percent native American, and 49 percent not specified or unknown. The majority of students (54 percent) attend day classes and 46 percent attend evening classes.

The institution was well-prepared for the ACICS new grant visit and provided the team with a well-organized complete set of materials. The administration responded to the team's requests for additional materials and information and provided clarification and explanations when needed during the visit.

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
 The mission statement appears on page eight of the Westwood College 2014 academic catalog for California/Colorado/Georgia/Virginia campuses, volume 5, number 1, revised September 2013.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
 (a) The programs of instruction
 Yes No
 (b) The modes of delivery.
 Yes No
 (c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?
 (a) The characteristics of the programs offered.
 Yes No
 (b) The characteristics of the student population.
 Yes No
 (c) The types of data that will be used for assessment.
 Yes No

(d) Specific goals to improve the educational processes.

Yes No

(e) Expected outcomes of the plans.

Yes No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes No

(b) Student placement.

Yes No Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes No Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

Student learning outcomes monitored and analyzed by the institution include the licensure/certification exam pass rates, student grades, average daily attendance, and satisfactory academic progress. In addition, faculty assessments of student learning is an ongoing process involving the review of individual courses and periodic evaluations of entire programs as well as monitoring the evaluation of course projects and in-class assignments, analyzing points assigned for projects, faculty observation ratings, and levels of classroom engagement.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes No Not Applicable

(b) The data used by the campus to assess each outcome.

Yes No Not Applicable

(c) How the data was collected.

Yes No Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes No Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes No Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The institution has established proactive strategies to achieve its student retention goal that include:

- conduct retention meetings to gain a better understanding why students fail to attend class or are at risk of dropping out of school;
- concentrate on first-term retention activities, specifically the required written career plan project;
- increase participation in activities recognizing student accomplishments;
- expand student ambassadors' one-on-one involvement with beginning students; and
- analyze student feedback surveys for critical information and direction related to improving retention.

To improve placement the following action plans have been established:

- increase the effectiveness of the weekly job lead e-mails containing program specific job leads for graduates and students;
- expand efforts to develop positive relationships with employers that produce hiring opportunities;
- promote community job fairs and host professional job fairs with program specific employers in attendance;
- improve students' interviewing skills, mock interview strategies, and portfolios prior to graduation as well as follow-up techniques to facilitate hiring; and
- increase direct contact with employers within each program to ensure a steady pipeline of job opportunities.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes No

(b) That specific activities listed in the plan have been completed.

Yes No

(c) That periodic progress reports have been completed.

Yes No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The campus effectiveness plan (CEP) and related data are compiled by the academic dean with the help of various members of the leadership team that make up the CEP committee. The CEP committee includes, in addition to the academic dean who serves as chair, the campus president, director of career services, director of student finance, director of student support, executive assistant, general education chair, librarian, and registrar. The campus president is ultimately responsible for the CEP and oversees the implementation and monitoring of the plan. The CEP is systematically reviewed during the year at quarterly meetings and management meetings and is revised and updated annually.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes No Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:

The institution is committed to an ongoing annual planning and campus effectiveness enhancement process. The CEP is appropriate for the institution.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes No

(b) Names of the trustees, directors, and/or officers.

Yes No

(c) Names of the administrators.

Yes No

2.02 Does the campus:

(a) Adequately train its employees?

Yes No

(b) Provide them with constant and proper supervision?

Yes No

(c) Evaluate their work?

Yes No

2.03 Is the administration of the campus efficient and effective?

Yes No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes No

(b) Know the person to whom they report?

Yes No

(c) Understand the standards by which the success of their work is measured?

Yes No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes No Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

The campus president, Mr. Daniel Snyder, is responsible for the financial oversight of Westwood College - Denver North. He holds both a bachelor's degree and a master's degree from the University of Northern Colorado and has worked in the career college industry for 18 years. He joined Westwood College in February 2008, was promoted to campus president of the Denver South campus in August 2008, and assumed leadership of both Denver South and Denver North campuses in October 2012.

GENERAL COMMENTS:

The departmental organization of the administrative functions with checks and balances promotes a spirit of cooperation and open communication at the institution.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes No

3.02 Are all staff well trained to carry out administrative functions?

Yes No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Mr. Daniel Snyder, campus president, is the on-site administrator of the institution. As previously stated, he holds a bachelor's degree in kinesiology fitness and exercise and a master's degree in physical education: kinesology from the University of Northern Colorado. He has been employed in the private career college industry since 1996. He started as a faculty member and has served as program chair, director of campus operations, academic dean, and campus president at six different campuses. Mr. Snyder attended an Accreditation Workshop in April 2013.

Mr. Snyder currently serves as campus president for the two campuses of Westwood College in Denver. When Mr. Snyder has to be away from the Denver North campus, the academic dean, Ms. Vivian Jeffcoat, is designated to serve as the on-site administrator.

3.04 Does the campus list degrees of staff members in the catalog?

Yes No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes No Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

3.06 Does the campus admit ability-to-benefit students?

Yes No (*Skip to Question 3.11.*)

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

3.12 Are appropriate transcripts maintained for all students?

Yes No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

GENERAL COMMENTS:

The administrative functions at the institution are coordinated to achieve the educational mission.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

Thirty-nine files of matriculated, graduated, and withdrawn students were selected and reviewed by the team during the evaluation.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes No

- 4.03 Does the campus have appropriate admissions criteria?
 Yes No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?
 Yes No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
 Yes No
- 4.06 Does the admissions policy conform to the campus's mission?
 Yes No
- 4.07 Is the admissions policy publicly stated?
 Yes No
- 4.08 Is the admissions policy administered as written?
 Yes No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:
- (a) Clearly outlines the financial obligations of both the institution and the student?
 Yes No
- (b) Outlines all program related tuition and fees?
 Yes No
- (c) Has a signature of the student and the appropriate school representative?
 Yes No
- Is there evidence that a copy of the agreement has been provided to the student?
 Yes No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
 Mr. Ron DeJong, director of admissions, is responsible for the oversight of student recruitment at the institution. He holds a bachelor's degree in business management from the University of Northern Colorado located in Greeley. Mr. DeJong has 15 years experience directing admission departments of career colleges. He joined the administrative team of Westwood College - Denver North in 2006.
- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
 The director of admissions for the institution discussed in detail the recruitment procedures and shared admissions forms, training manuals, and the supervision process for the admissions representatives. Based on this conversation and observation, the team was able to determine the recruiting process is ethical and compatible with the educational objectives for the institution.
- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

Yes No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

Yes No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

Yes No Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes No

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes No Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

Yes No

4.21 Has the campus established articulation agreements with other institutions?

Yes No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 74-78 in the Westwood College 2014 multi-state academic catalog and on pages 7-11 of the catalog addendum dated June 2, 2014.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
 Yes No
- (c) Procedures for re-establishing satisfactory academic progress.
 Yes No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.
 Yes No
- Incomplete grades.
 Yes No
- Repeated courses.
 Yes No
- Non-punitive grades.
 Yes No Not Applicable (campus does not offer)
- Non-credit or remedial courses.
 Yes No Not Applicable (campus does not offer)
- A warning status.
 Yes No Not Applicable (campus does not use)
- A probationary period.
 Yes No
- An appeal process.
 Yes No
- An extended-enrollment status.
 Yes No Not Applicable (campus does not offer)
- The effect when a student changes programs.
 Yes No Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.
 Yes No Not Applicable (campus only offers one credential)
- The implications of transfer credit.
 Yes No
- 4.26 Does the campus apply its SAP standards consistently to all students?
 Yes No
- 4.27 Are students who are not making satisfactory academic progress properly notified?
 Yes No Not Applicable (no students are in violation of SAP)

- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
 Yes No Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
 Yes No Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning status?
 Yes No Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?
 Yes No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
 Yes No
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student)

- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
 Ms. Vivian Jeffcoat, academic dean, is responsible for the administration of satisfactory academic progress. She holds a bachelor's degree in business administration from Regis University in Denver and a master's degree in secondary teaching, curriculum, and instruction from the University of Nebraska in Lincoln. Ms. Jeffcoat joined the Westwood College - Denver North administrative team in December 2013. Her tenure with Westwood Colleges began in May 2010. She has experience as a dean and a lecturer at other postsecondary schools.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
 Yes No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)
 (a) Scholarships.
 (b) Grants.
 (c) Loans.
 (d) The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)
- If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
 Yes No
- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
 Yes No
- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
 Yes No
- 4.43 Are tuition and fees clearly stated in the catalog?
 Yes No
- If *Yes*, have students confirmed receiving a copy of the catalog?
 Yes No Not Applicable
- 4.44 Do the financial records of students clearly show the following?
 (a) Charges.
 Yes No
 (b) Dates for the posting of tuition.
 Yes No

(c) Fees.

 Yes No

(d) Other charges.

 Yes No

(e) Payments.

 Yes No

(f) Dates of payment.

 Yes No

(g) The balance after each transaction.

 Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

 Yes No Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

 Yes No

4.47 Is the refund policy fair, equitable, and applicable to all students?

 Yes No

4.48 Is the campus following its stated refund policy?

 Yes No

4.49 Does the campus participate in Title IV financial aid?

 Yes No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Mr. Armando Guardiola, director of student finance, is responsible for the on-site administering of student financial aid. He holds a bachelor's degree in social science and a master's degree in accounting from Regis University in Denver. Mr. Guardiola has worked for Westwood College for eight years. His experience prior to joining the Westwood College team was in the private finance sector.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards? Yes No4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment? Yes No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

 Yes No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Mr. Armando Guardiola, director of student finance, is a member of the Colorado Association of Financial Aid Administrators (CAFAA) and attends their annual meetings. Attendance at the annual Federal Student Aid (FSA) conference is a high priority. Additionally, Mr. Guardiola participates regularly in webinar offerings through USAFunds University. Updates are posted regularly on www.IFAP.gov, which Mr. Guardiola uses often. These professional growth activities ensure that the student finance department stays current with regulations and policy changes in financial aid.

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
 Yes No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
 Yes No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (*Skip to question 4.58.*)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
 Student services offered by the institution are structured tutoring, peer tutoring, academic counseling, personal counseling on an individual need basis, an extensive student orientation, a professional development course, mock interviews, resume development, and social media guidance for the professional.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
 Yes No Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
 Mr. Bret Walker, career services director, is the person on staff responsible for the oversight of counseling students on employment opportunities. He holds a bachelor's degree in organizational communication from the University of Nebraska in Kearney. Mr. Walker has served as the director of business development since October 2014 for Westwood Colleges and joined the Westwood College – Denver North administrative team in January 2014. He has prior professional experience in student recruitment at a land-grant institution.
- 4.61 Does the campus offer employment assistance to all students?
 Yes No Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes No

If *Yes*, does the campus maintain the required data on its graduates and nongraduates?

Yes No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 488.
The ending enrollment reported on the previous year's CAR is 488.

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

Yes No Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Newly enrolled students are required to complete the two entrance loan modules at www.studentloans.gov before initial funds can be dispersed. Prior to graduation or 30 days after the last date of attendance, the students are scheduled on campus to complete the federal exit loan modules and an information packet with a member of the financial aid department. For students who drop and do not make an appointment on campus, the information is mailed to them via registered mail to the last address on record.

4.67 Describe the extracurricular activities of the campus (if applicable).

Westwood College – Denver North has many extracurricular activities. Most programs have an interest area club. There is an Academic Leadership Club, a chapter of the National Honor Society, an Alpha Beta Kappa honor society, an active chapter of the American Criminal Justice Society, and an active chapter of the Future Business Leaders of America.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Ms. Vivian Jeffcoat, academic dean, oversees the educational activities of all academic programs at the Westwood College - Denver North. Ms. Jeffcoat holds a master's degree in secondary teaching from the University of Nebraska in Lincoln and a bachelor's degree in business administration from Regis University in Denver. She has served as the academic dean since December 2013. Prior to her current position, Ms. Jeffcoat was a program chair, academic dean, associate dean, trainer, lecturer, teacher, writer, and assistant vice president for 29 years.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
 Program administrators use the institution's academic governance policy as a tool to provide their authority and responsibility for the development and administration of the programs of study. The governance policy details the role of the faculty in matters of academic governance. There were provisions in place to support the efficiency and effectiveness of the overall administration of the institution. The integrity of the institution is manifested by the professional competence, experience, responsibility, and ethical practices demonstrated by the administrators and faculty.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?
 Yes No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
 Yes No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
 (a) Development of the educational program.
 Yes No
 (b) Selection of course materials, instructional equipment and other educational resources.
 Yes No
 (c) Systematic evaluation and revision of the curriculum.
 Yes No
 (d) Assessment of student learning outcomes.
 Yes No
 (e) Planning for institutional effectiveness.
 Yes No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
 Yes No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
 Yes No (*Skip to question 5.10*)

FOR NEW GRANTS ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?
 Yes No (*Skip to question 5.14*)

FOR ALL CAMPUSES

- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
 Yes No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators,

faculty, and other interested parties such as advisory committees?

Yes No

5.16 What provisions are made for individual differences among students?

The institution ensures that its relations with students reflect the highest ethical standards and conform to all applicable laws and regulations. The institution demonstrates respect for all students by treating students fairly and meeting the individual needs of each student. There is evidence of program development and student services that is consistent with the stated mission. There is also evidence of educational program support that reflects the institution's concern for the welfare and success of students.

Classroom observations by the team revealed that instructors' lessons plans target various learning styles. There was effective use of visual aids, overhead projectors, computer presentations, handouts, and instructional charts to fully engage students. The institution has also created an accessible classroom environment and the classroom furniture arrangements were appropriate for all students.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.

Faculty members are encouraged to evaluate, revise, and make changes to the curriculum through participation in Westwood College curriculum committees. Instructors make suggestions to their department chairs, who in turn, take the suggestions to the institutional curriculum committee. Ideas then flow up to the academic dean. From this level, approved ideas are forwarded to corporate curriculum chairs and deans for ultimate approval or disapproval.

5.18 Does the faculty participate in this process?

Yes No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

Yes No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes No Not Applicable (campus does not award such credit)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
 Yes No
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No
- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
 Yes No Not Applicable (no faculty members hold foreign credentials)
- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No
- If *Yes*, how is this documented?
The institution keeps record of all in-service activities in a binder located in the academic dean's office. Agendas and meeting minutes are on file, along with signatures of all attendees. There was evidence of assessment procedures being used for the purpose of setting priorities and making decisions to enhance faculty and student effectiveness. There was balanced representation of faculty members and administrators discussing responsibilities, regulations, organizational matters, and technical resources. The team found evidence of faculty and administrative support as well as consensus-based, decision-making processes.
- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
 Yes No
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
 Yes No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
 Yes No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?

Yes No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

FOR BACHELOR'S DEGREES ONLY

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

Yes No

5.40 Do the program's general education courses meet Council standards?

Yes No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

GENERAL COMMENTS:

The institution's educational programs and activities are consistent with the stated mission and produce measurable results reflected through student success and outcomes. The program curricula have both quantitative and qualitative standards and are designed to assist students in acquiring and applying relevant skills in the workplace. The instructional procedures, materials, and technology are appropriate to meet the purposes and standards of the institution's academic offerings.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

As previously noted, the institution is located at 750 N. Broadway in Denver, Colorado. The institution occupies 45,000 square feet of the original building (84,000 total square feet) and serves approximately 400 enrolled students and 70 faculty and staff. The institution shares the remaining 39,000 square feet of the facility with Redstone College, a sister school owned and operated by ALTA Colleges and accredited by ACICS. Ample parking that is well lit and security patrolled is available for students, staff, and visitors. Special facilities are available for disabled persons including specially equipped restrooms and parking spaces.

6.02 Does the campus utilize any additional space locations?

Yes No

6.03 Does the campus utilize campus additions?

Yes No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

Yes No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

Yes No

(b) Instructional tools

Yes No

(c) Machinery

Yes No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes No Not Applicable

GENERAL COMMENTS:

The facility provides a positive environment that supports the teaching, learning, and administrative activities. The facility has a professional appearance with contemporary furnishings, is nicely maintained, and is designed to accommodate the

instructional needs unique to the different career education programs currently offered. The numerous bulletin boards and posters utilized throughout the building display program and career information as well as student success stories.

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
 The team reviewed the 2014 academic catalog, volume 5, number 1. The catalog serves the institution's California, Colorado, Georgia, and Virginia locations and was last revised in September 2013.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?
 Yes No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
 Yes No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.
 Yes No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page
 Yes No
- (c) The names and titles of the administrators.
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
 Yes No
- (e) A statement of accreditation
 Yes No Not Applicable (initial applicant)
- (f) A mission statement.
 Yes No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
 Yes No
- (h) An academic calendar.
 Yes No
- (i) A full disclosure of the admission requirements.
 Yes No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
 Yes No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
 Yes No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
 Yes No

(m) A definition of the unit of credit.

Yes No Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes No

(p) The transfer of credit policy.

Yes No

(q) A statement of the tuition, fees, and any other charges.

Yes No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes No Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes No

(t) A statement describing the student services offered.

Yes No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes No Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes No (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?

Yes No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The institution advertises via direct mail, telemarketing, television commercials, and online.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (*Skip to Question 7.14*)

7.14 Does the campus utilize services funded by third parties?

Yes No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes No Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The institutional performance information that the campus routinely provide to the public are the on-time graduate rates, placement rates, average books and supplies, and the median loan debt.

Where is this information published and how frequently is this information being updated?

This information is published at the institution's website and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The institution develops continuous assessment strategies for resources and information services with input by faculty on a continuous basis and program chairs once per term. Students can also make a suggestion for books and periodicals by completing an on-line request form. Suggestions are also gathered from program advisory committees and monthly conference calls to other Westwood librarians.

Are these methods appropriate?

Yes No

8.06 Is the library staff adequately trained to support the library?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$36,454.76. The library budget is allocated for online services, books, media, and periodicals.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

To date, a total of \$26,187.19 has been spent on online services, books, media, and periodicals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes No

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Library assignments are required components of several courses in each of the academic programs. In addition, some faculty members have asked the institution's librarian to make presentations in their classes or in the learning commons, focusing on the importance of the learning commons in an academic environment.

Are these methods appropriate?

Yes No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
 Yes No Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.
 The Westwood College online database system includes Proquest, Points of View, EBSCO/eBooks, STAT!Ref, and the University of Colorado database.
- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No
- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
 Ms. Julie Klauss is the on-site librarian for Westwood College - Denver North. Ms. Klauss has been in her current position since 2009. Ms. Klauss holds a master's degree in library science from the University of Illinois at Urbana-Champaign in Urbana and a bachelor's degree in fine arts from the University of Colorado in Boulder. Prior to her current position, Ms. Klauss was a librarian technician, substitute teacher, reference specialist, and administrative assistant for 11 years. Ms. Klauss works 40 hours a week.
- Does this individual:
- (a) Supervise and manage the library and instructional resources?
 Yes No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
 Yes No
- (c) Assist students in the use of instructional resources?
 Yes No
- 8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
 Yes No
- 8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (staff do not hold foreign credentials)
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

Yes No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?

Yes No

8.31 Is there a current inventory of instructional resources, including online resources?

Yes No

8.32 Are the resources organized for easy access and usage?

Yes No

8.33 Is it evident that faculty encourages the use of the library?

Yes No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?

Yes No

GENERAL COMMENTS:

The institution's learning commons has a good collaboration with faculty as well as with other academic related assistance. It is evident that faculty have assigned students academic research projects to further enhance their learning and the learning commons has served and helped students in locating the appropriate resources.

COMMENDATIONS:

The team acknowledges the good work of Ms. Julie Klauss. She is doing an excellent job of maintaining an effective learning environment in the learning commons. It is attractive, welcoming, and well organized. The learning commons has relevant resources in place for students. The learning commons has demonstrated that it has the resources to assist students with term projects and research papers.

9. PROGRAM EVALUATION

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems

Bachelor's degree in Software Development: Major in Game Software Development

Academic Associate's degree in Information and Network Technologies**Occupational Associate's degree in Information Technology**

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Charles Bradford is the program chair of the school of technology at the institution and is assigned to oversee the programs; he has held this position for 13 months. Mr. Bradford holds a master's degree in computer I from the University of Phoenix and a bachelor's degree in information processing systems from the University of Cincinnati. Prior to becoming the program chair, he was a faculty member at the institution for 10 years. Before joining the institution, Mr. Bradford had five years of experience in a similar position at another career college.

Mr. Bradford is assisted in administering the programs by Mr. T. Clay Chandler, a faculty member at the institution who serves as a subject matter expert for the networking and server administration areas. Mr. Chandler has been a faculty member for 13 years. He holds a master's degree in organizational management from the University of Phoenix and a bachelor's degree in mechanical engineering from North Arizona University. Mr. Chandler has been awarded Cisco Certified Network Associate and Cisco Certified Academy Instructor certifications from Cisco Systems. Also, Mr. Omar Salem assists Mr. Bradford as a subject matter expert for the game software development program. Mr. Salem has a bachelor's degree in computer science from Texas Southern University and a master's degree in computer and information science from the University of Pennsylvania Engineering.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

Bachelor's degree in Software Development: Major in Game Software Development

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

Academic Associate's degree in Information and Network Technologies

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

Occupational Associate's degree in Information Technology

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (no rate reported on the 2013 CAR)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (no program graduates)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

A program advisory committee meets semi-annually with college officials and includes representatives from local recruiting and information technology (IT) related businesses. Student ambassadors are periodically designated by the institution and these individuals provide guidance, advice, and assistance to new and fellow students. Field trips used included local IT businesses such as MicroCenter and Fortrust. Guest speakers have included local IT related businesses and recruiters. Students were highly encouraged to sit for Cisco and CompTIA certifications related to their programs of study, with payment for the certification exams offered by the institution for each student who has successfully completed the related coursework. Several students have passed Cisco certifications and their names have been added to a plaque located near the main lab and classroom as encouragement for other students. During the team's visit, staff discussed plans to add another plaque for students successfully completing CompTIA certifications. Sufficient documentation was provided for all of these activities.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes No (*Skip to question 9.13*)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers or graduates for the following programs:

Occupational Associate's degree in Information Technology - 0 (no program graduates)

Academic Associate's degree in Information and Network Technologies - 5

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems - 11

Bachelor's degree in Software Development: Major in Game Software Development - 1

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic Associate's degree in Information and Network Technologies - 3

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems - 6

Bachelor's degree in Software Development: Major in Game Software Development - 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All 10 calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
 Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team interviewed students and faculty as well as reviewed course syllabi to verify the use of out-of-class work by students. Various types of assessments include: quizzes, practical application of techniques studied outside of class, and question/answer sessions in class. Faculty made available to the team grade books and graded homework assignments submitted by the students.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

9.29 Are teaching loads reasonable?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

9.31 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The current student/teacher ratio is 13:1 in the occupational associate's degree program in information technology.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes No

- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)

- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

GENERAL COMMENTS:

The team greatly appreciates the cooperation and hospitality received. The institution's environment was well maintained, inviting, and conducive to educating students.

COMMENDATIONS:

The ACICS team room was well-organized and included information as well as documentation for each of the institution's career programs. The instructors were friendly and student focused.

9. PROGRAM EVALUATION**Academic Associate's degree in Business Administration****Bachelor's degree in Business Administration: Major in Management****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Mr. Joshua Mason, program chair, oversees the business administration programs. He has held this position since January 2014. Mr. Mason holds a master's degree in management and a bachelor's degree in business management from the University of Phoenix. He possesses over 20 years of business experience and is qualified to administer the business programs.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

Academic Associate's degree in Business Administration

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

 Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

 Yes No Not Applicable (Additional Location Inclusion only)If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

 Yes NoBachelor's degree in Business Administration: Major in Management

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

 Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

 Yes No Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The community resources utilized to enrich the business programs include a program advisory committee, guest speakers, and field trips. The advisory committee provides input relative to potential curriculum changes, and the guest speakers and field trips are used to enhance course topics and provide real world relevancy for students' learning.

9.08 Is the utilization of community resources sufficient to enrich the program?

 Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

 Yes No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

 Yes No (*Skip to question 9.13*)

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards

 Yes No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

 Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers or graduates for the following programs:

Academic Associate's degree in Business Administration - 1

Bachelor's degree in Business Administration: Major in Management - 4

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic Associate's degree in Business Administration - 1

Bachelor's degree in Business Administration: Major in Management - 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All five of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team observed completed homework assignments and grade book grades. Also, student and faculty interviews verified that they do submit homework and it is being graded.

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No