

campus

Campus, Inc.

College Catalog

Effective Dates: January 1st, 2025 – June 30, 2025

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Mission, Vision and Values

Mission Statement: Our mission is to maximize access to world-class education, preparing students for academic, career, and life success.

Vision Statement: The common vision of all Campus employees is to provide exceptional education and caring support to help students become successfully employed in their field of study.

Core values: Our core values guide every aspect of our work.

- a) **Make history:** We are here to build the future of education. We are shaping a more affordable and accessible approach to work and life-readiness that will stand the test of time and impact millions for the common good.
- b) **Student experience obsessed:** We are fanatical about delivering the ultimate student experience. We believe that real education happens when experts and learners develop relationships.
- c) **We have fun in the trenches:** Changing the world is hard. We work with extreme dedication towards our mission because we know our hard work will change lives. Along the way, we will inevitably build incredible camaraderie and have fun.
- d) **Always be problem solving:** At Campus we embrace problems and solve them quickly and pragmatically. We get things done with less. We push forward.
- e) **We are a single issue organization:** We should all be ourselves as individuals. As an organization, we are one. What unites us as an organization is our mission to deliver sustainable and affordable world-class education. As an organization, we do not get distracted. We focus on the mission.
- f) **More to do:** There is always one more thing we can do today instead of tomorrow. We execute with an extreme bias towards action. We work harder and smarter because we know what's at stake.
- g) **Be a scientist:** We are curious and creative. We test. We use data. We iterate. We measure outcomes. Repeat. Repeat. Repeat.
- h) **We attract and develop top talent:** We hire, develop, and motivate top talent. We put our employees first so they can put our students first. Excellence is the bar.
- i) **Be an owner, not a renter:** We are all owners of Campus and owners of our mission. We act as owners in every decision we make and we empower our people to make decisions.

History and Facilities

MTI College was founded in Sacramento in 1965 by Arnold Zimmerman who, in his previous 24-year Air Force career, was convinced of the value of short direct-employment training programs. For 57 years, it was owned and operated by the Zimmerman Family and experienced sustained growth and success through its service to the community through counseling, testing, personalized instruction, relevant curriculum, qualified faculty, reasonable fees, and a successful job placement service for graduates.

In 2022, MTI College was acquired by CampusGroup, Inc. and became the foundation for a new model of higher education, the Campus Model.

The Campus Model aims to provide an educational experience that centers on the following principles:

1. Quality - through access to modern curriculum and software taught by instructors highly recognized for their teaching ability and expertise in their field.
2. Affordability - by keeping tuition low and providing free learning materials, some students that qualify for grants, such as the Pell Grant or Cal Grant, may attend without the need to take on any debt.
3. Accessibility - through the creation of an all-in-one digital learning platform, Campuswire, that allows students to learn from anywhere in the world.

Campus' physical presence, where in-person training takes place (distance education training takes place at a location determined by the student), is located at 5221 Madison Avenue Sacramento, CA 95841, is a complete direct-employment training facility. The college features pleasant classrooms comparable to the offices and buildings in which graduates will work. Equipment is similar to that found in modern work environments. Campus' campus was designed and built specifically for private career training.

Facilities available to all students include classrooms equipped with overhead projectors and modern computers, a contemporary student lounge equipped with comfortable tables and chairs, vending machines, and a microwave. Students will also have access to a well-lit parking lot on campus.

Students attending the cosmetology and barbering programs will have access to 4 (four) classrooms devoted specifically to cosmetology and barbering. The classrooms feature overhead projectors, modern computers, comfortable tables and chairs, sinks, storage cabinets, and project space. The clinic floor features 40 plus (forty) cosmetology and barbering stations, a color bar, washhouses, towels, washers and dryers, and a locker room.

Students attending healthcare programs will have access to 5 (five) classrooms devoted specifically to healthcare. The healthcare classrooms feature overhead projectors, modern computers, comfortable tables and chairs, medical beds, a centrifuge, supplies for venipuncture, pediatrics, spirometry, nebulizer treatments, injections, cleaning, and personal protective equipment.

College Administration

Michael Belicose	Chief Financial Officer	M.B.A. University of California , Berkeley
Scott Booth	General Manager of University Partnerships	M.B.A. Ashland University
Kaari Casey	Vice President, Academic Operations	M.A. Miami University
Kristina Chilton	Director of Financial Aid	Diploma, MTI College
Angelo Corzo	Director of Student Support	M.A. Anaheim University
Michelle Davidson	Director of Career Services	B.S. Everest University
Laurely Deffieux	Director of Operations, Student Success	B.A. University of California, Santa Cruz
Leonie de la Cruz	Vice President of Operations	B.A. University of Pennsylvania
Feather de la Mata	Sr. Director of Admissions	M.S. New York University
Todd Fitch	Program Manager, Business	M.B.A. University of California , Berkeley
Karen Fowler	Business Officer	Diploma, MTI College
Iris Hou	Product Manager	B.A. University of California , Berkeley
Mark Mashaw	Vice President of Growth	B.A. George Washington University
Nikki Montgomery	Director, The Paul Mitchell School	California Board Certified Cosmetologist
Ryan Oertel	Director of Compliance	M.B.A
Tade Oyerinde	Chancellor	Entrepreneur & Founder Campuswire, Inc.
Paula Perez	Vice President, Finance	B.A. University of Arizona
Gina Rallo-Williams	Program Manager, Paralegal Studies	B.S. Colorado State University
Tim Routowicz	Vice President, Engineering	B.S., University of Michigan, Flint
Nicole Scott	Sr. Director, Academic Operations	Ed.D. Education, Benedictine University

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Sonia Sidhu	Sr. Product Manager	B.S., The University of British Columbia
Tim Summers	Director of Technical Services	Microsoft Certified Professional
Jaspreet Taggar	Program Manager, Healthcare	Diploma, MTI College
Stephanie Zeppenfelt	Financial Aid Officer	M.Ed., Temple University
Michael Zimmerman	President	B.A. University of California, Santa Barbara

The Board of Trustees

The board of trustees is responsible for directing the institution toward achieving its stated mission. While the board is not responsible for the day-to-day decisions of the institution, it determines all major policies and issues affecting the educational aspects of the institution.

DR. ARTHUR LEVINE

Dr. Arthur Levine is a distinguished scholar with New York University's Steinhardt Institute for Higher Education Policy. He served as President of the Woodrow Wilson National Fellowship Foundation, and before that, he served as President and Professor of Education at Teachers College, Columbia University. Dr. Levine received his bachelor's degree from Brandeis University and his Ph.D. from State University of New York at Buffalo. He was previously the Chair of the Higher Education program and Chair of the Institute for Educational Management at the Harvard Graduate School of Education. He has served as consultant to more than 250 colleges and universities across the United States.

DR. EDUARDO PADRÓN

Dr. Eduardo Padrón has been serving as President of Miami Dade College since 1995. Though he leads one of the largest degree-granting institutions of higher education in America, Dr. Padrón is an economist by training, having earned his Ph.D. from the University of Florida. Since arriving in the United States as a refugee at the age of 15, he has grown to become a widely recognized educational leader in the world. He has been selected to serve on posts by five U.S. presidents and, in 2016, former President Barack Obama awarded him the nation's highest civilian honor, the Presidential Medal of Freedom, for his years of work in maximizing access and inclusivity in higher education.

DR. GAIL O. MELLOW

Dr. Gail O. Mellow served as President of LaGuardia Community College in Queens, an institution with degree, certificate, and continuing education programs that educate more than 50,000 New York residents every year. With almost 20 years of service, she oversaw the powerful partnership between LaGuardia and Goldman Sachs in which the 10,000 Small Businesses in New York program was launched, helping local entrepreneurs grow. Dr. Mellow graduated from community college herself and earned her Ph.D. in Social Psychology from George Washington University. She is an acclaimed expert on the history, development, and future of the American community college and co-authored *Minding the Dream: The Process and Practice of the American Community College* and *Taking College Teaching Seriously: Pedagogy Matters!*

DR. JOE MAY

Dr. Joe May served eight years as Chancellor of Dallas College (formerly known as Dallas County Community College). Under his leadership, Dallas College restructured and unified seven different community colleges into a single institution to better serve the 150,000 students across Dallas and North Texas. He earned a Master of Education from Stephen F. Austin State University and a Doctorate in Education from Texas A&M University-Commerce. He previously served as President of the Louisiana Community and Technical College system, President of

the Colorado Community College System, and President of Pueblo Community College. In April 2022 he joined Educate Texas as Chancellor in Residence and is currently the founding president of Rebuilding America's Middle Class. Committed to diversity, equity, and inclusion, Dr. May's work includes encouraging the U.S. Congress to reinstate year-round Pell Grants and second-chance Pell Grants for those who are currently incarcerated.

DR. JOHN WILSON

Dr. John Wilson has 35 plus years of experience in academia, from serving as Senior Advisor and Strategist to the President of Harvard University to serving as President of his alma mater Morehouse college. His impressive strides in higher education also include serving as Executive Director of the White House Initiative on Historically Black Colleges and Universities under former President Barack Obama from 2009 to 2013 and being the former senior administrator at the Massachusetts Institute of Technology. He's currently writing a book on the future of higher education with particular reference to HBCUs. Dr. Wilson holds an M.T.S. from Harvard Divinity School, a Master of Education and Doctor of Education from Harvard Graduate School of Education.

MICHAEL ZIMMERMAN

Michael Zimmerman has spent his entire career with Campus, formerly MTI College, and was appointed president at the age of 28. He has intimate working knowledge of the institution, the characteristics of the community it serves, and the values it sustains in support of its mission. Beyond his career at the College, he serves as a commissioner for ACCJC and Vice Chair of the Golden Sierra Workforce Development Board.

TADE OYERINDE

Tade Oyerinde is dedicated to organizing people, capital and technology to solve the most pressing challenges facing American higher education. He is the Founder of CampusGroup and the creator of the Campuswire online teaching platform, which is used by hundreds of thousands of professors and students across the country. In 2021, Tade was named to Forbes 30 Under 30 list of leaders in education.

DR. RALPH WOLFF, BOARD SECRETARY

Dr. Ralph Wolff is the Founder and former President of The Quality Assurance Commons, a nonprofit that aims to ensure all postsecondary learners are prepared for the ever-changing world of work, and previously served as the President of the WASC Senior College and University Commission from 1996 to 2013. He's an active member of the University Quality Assurance International Board in Dubai, a member of the Board of Trustees of the United States International University Africa in Nairobi and Palo Alto University, and on the National Advisory Boards of the National Institute for Learning Outcomes Assessment and for the Lumina Foundation on the Degree Qualifications Profile. Dr. Wolff received his JD with honors from George Washington University and is a member of the Washington, DC bar.

Campus Universal Graduate Outcomes

As a learner-centered institution, Campus is committed to preparing its students with the knowledge, skills, and confidence necessary for pursuing successful careers. While Campus's programs are built around outcomes that are specific to a field of study, they also include outcomes that are more universal in nature - knowledge, skills, and confidence that apply to all students, regardless of their major. Upon successful completion of their chosen program of study, Campus graduates are expected to demonstrate proficiency in the following:

Effective October 2024:

- **Effective Communication:** Articulate ideas clearly and persuasively in written and oral forms across various professional contexts.
- **Confident Decision-Making:** Approach opportunities and challenges with self-assurance, trusting judgment while inspiring confidence in others
- **Strategic Thinking:** Analyze complex situations with long-term vision, making informed decisions that drive impact
- **Relentless Curiosity:** Pursue new knowledge and insights with vigor, constantly seeking ways to improve, question, and innovate
- **Professional Excellence:** Exhibit high standards of mental, social and technical proficiency, consistently demonstrating reliability, respect, and commitment to quality in all interactions
- **Broad Perspective:** Cultivate awareness of social, economic, and environmental issues or topics, actively seeking to make a positive impact in communities and beyond
- **Unwavering Integrity:** Uphold the highest ethical standards, ensuring transparency and accountability in every action

Accreditation, Approvals, and Affiliations

Accreditation

Campus is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 331 J Street, Suite 200, Sacramento, CA 95814 (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org.

The Paralegal Studies program is approved by the American Bar Association. Standing Committee on Paralegals, 321 N. Clark Street, 19th Floor, Chicago, IL 60654.

Approvals

Campus is a private institution that is approved to operate by the California Bureau for Private Postsecondary Education (BPPE). Approval to operate from the California BPPE means compliance with state standards as set forth in the California Private Postsecondary Education

Act of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter 8) and Title 5, Division 7.5 of the California Code of Regulations.

Additionally, Campus maintains the following approvals:

- Approved for Veterans
- U.S. Workforce Innovation and Opportunity Act
- Approved by the U.S. Department of Education for Student Financial Aid Participation
- Approved by the California Student Aid Commission for Cal Grant participation

Campus Memberships, Affiliations

- National Association of Student Financial Aid Administrators
- California Association of Student Financial Aid Administrators
- California Association of Private Postsecondary Schools
- NCCT (National Center for Competency Testing)
- NFPA (National Federation of Paralegal Associations)
- SVPA (Sacramento Valley Paralegal Association)
- SFPA (San Francisco Paralegal Association)
- Microsoft Imagine Academy
- NICCS (National Initiative for Cybersecurity Careers and Studies)
- SLSA (Sacramento Legal Secretaries Association)
- AAfPE (American Association for Paralegal Education)
- Paul Mitchell Advanced Education Partner
- American Medical Billers Association
- CompTIA Authorized Academy
- Amazon AWS Academy

Corporate Control

Campus is a California Corporation (Campus, Inc. dba Campus).

Term Dates

Graduation dates may be influenced by enrollment in the evening, enrollment in special programs, addition of classes to the student's enrollment agreement, re-starts of scheduled classes, partial availability to meet scheduled classes, and other related circumstances. The student should talk with an admissions advisor or dean to calculate their individual graduation date.

Term	First Day of Term	Last Day of Term
2501 - January Term	1/13/2025	6-week classes: 2/21/2025 12-week classes: 4/4/2025
Winter Quarter	1/13/2025	3/28/2025
2502 – February Term	2/24/2025	6-week classes: 4/4/2025 12-week classes: 5/16/2025
2504 – April Term	4/7/2025	6-week classes: 5/16/2025 12-week classes: 6/27/2025
Spring Quarter	4/7/2025	6/20/2025
2505 – May Term	5/19/2025	6-week classes: 6/27/2025 12-week classes: 8/15/2025
2507 – July Term	7/7/2025	6-week classes: 8/15/2025 12-week classes: 9/26/2025
Summer Quarter	7/7/2025	9/19/2025
2508 - August Term	8/18/2025	6-week classes: 9/26/2025 12-week classes: 11/7/2025
2509 - September Term	9/29/2025	6-week classes: 11/7/2025 12-week classes: 12/19/2025
Fall Quarter	10/6/2025	12/19/2025
2511 - November Term	11/10/2025	6-week classes: 12/19/2025 12-week classes: 2/20/2026

Holiday Calendar

Martin Luther King Day	January 20, 2025
Presidents' Day	February 17, 2025
Break	March 29 – April 6, 2025
Memorial Day	May 26, 2025
Juneteenth	June 19, 2025
Independence Day	July 4, 2025
Labor Day	September 1, 2025
Veteran's Day	November 11, 2025
Thanksgiving Break	November 27-28, 2025
Break	December 20, 2025 – January 11, 2026

Schedule of Classes

Day and evening classes meet Monday through Friday. Evening students must be available to meet for scheduled classes up to five nights per week. Select classes meet one night a week and during the day on Saturday. Class times are as follows:

- 8:00 a.m. to 12:00 p.m.
- 1:00 p.m. to 5:00 p.m.
- 6:00 p.m. to 10:00 p.m.

The schedule for the cosmetology program is different from the above. Please see the *Paul Mitchell the School – Campus Sacramento* catalog supplement for schedule details.

Tuition and Fees

Tuition varies depending upon course content. Financial aid and grants are available on the basis of need.

Traditional Diploma Programs

Technical Support Specialist <i>44 Quarter Units</i> <i>44 Weeks Day Program/55 - 66 Weeks Evening Program</i>		
Books & Supplies	\$1,335.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Total Tuition	\$14,500.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Day Program: Cost for Quarter 1	\$5,010.00	
Day Program: Cost for Remaining Quarters	\$3,625.00	
Evening Program: Cost for Quarter 1	\$4,285.00	
Evening Program: Cost for Remaining Quarters	\$2,900.00	
Estimated schedule of total charges for the entire education program.	\$15,885.00	

Information Technology – Cloud Administrator <i>40.5 Quarter Units</i> <i>48 Weeks Evening Program</i>		
Books & Supplies	\$1,032.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Total Tuition	\$14,500.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Evening Program: Cost for Quarter 1	\$3,982.00	
Evening Program: Cost for Remaining Quarters	\$2,900.00	
Estimated schedule of total charges for the entire education program.	\$15,582.00	

Information Technology – Systems Administrator 68 Quarter Units 55 Weeks Day Program/66 Weeks Evening Program		
Books & Supplies	\$2,094.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$19,500.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Day Program: Cost for Quarter 1	\$5,394.00	
Day Program: Cost for Remaining Quarters	\$3,250.00	
Evening Program: Cost for Quarter 1	\$4,929.71	
Evening Program: Cost for Remaining Quarters	\$2,785.71	
Estimated schedule of total charges for the entire education program.	\$21,644.00	

AWS Cloud Solutions Architect 24 Quarter Units 22 Weeks Evening Program		
Books & Supplies	\$182.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$6,000.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Evening Program: Cost for Quarter 1	\$2,232.00	
Evening Program: Cost for Remaining Quarters	\$2,000.00	
Estimated schedule of total charges for the entire education program.	\$6,232.00	

Computer Technician 24 Quarter Units 22 Weeks Day Program/22 Weeks Evening Program		
Books & Supplies	\$1,093.00	<i>Non-refundable after the cancellation period.</i>

Computer Technician 24 Quarter Units 22 Weeks Day Program/22 Weeks Evening Program		
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$6,000.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Day Program: Cost for Quarter 1	\$4,143.00	
Day Program: Cost for Remaining Quarters	\$3,000.00	
Evening Program: Cost for Quarter 1	\$3,143.00	
Evening Program: Cost for Remaining Quarters	\$2,000.00	
Estimated schedule of total charges for the entire education program.	\$7,143.00	

Medical Billing and Coding Professional 42 Quarter Units 37 - 48 Weeks Day Program/37 - 48 Weeks Evening Program		
Books & Supplies	\$2,021.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$14,500.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Day Program: Cost for Quarter 1	\$5,696.00	
Day Program: Cost for Remaining Quarters	\$3,625.00	
Evening Program: Cost for Quarter 1	\$4,971.00	
Evening Program: Cost for Remaining Quarters	\$2,900.00	
Estimated schedule of total charges for the entire education program.	\$16,571.00	
Medical Billing and Coding Specialist 37 Quarter Units 33 - 44 Weeks Day Program/33- 44 Weeks Evening Program		
Books & Supplies	\$1,955.00	<i>Non-refundable after the cancellation period.</i>

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Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$14,500.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Day Program: Cost for Quarter 1	\$5,630.00	
Day Program: Cost for Remaining Quarters	\$3,625.00	
Evening Program: Cost for Quarter 1	\$4,905.00	
Evening Program: Cost for Remaining Quarters	\$2,900.00	
Estimated schedule of total charges for the entire education program.	\$16,505.00	

Medical Assistant 44 Quarter Units 26 Weeks Day Program/37 - 48 Weeks Evening Program		
Books & Supplies	\$2,147.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$14,500.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Day Program: Cost for Quarter 1	\$5,822.00	
Day Program: Cost for Remaining Quarters	\$3,625.00	
Evening Program: Cost for Quarter 1	\$5,097.00	
Evening Program: Cost for Remaining Quarters	\$2,900.00	
Estimated schedule of total charges for the entire education program.	\$16,697.00	

Medical Assistant Diploma with Phlebotomy Certificate 50 Quarter Units 38 Weeks Day Program/49 - 60 Weeks Evening Program		
Books & Supplies	\$3,633.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>

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Tuition	\$17,000.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Day Program: Cost for Quarter 1	\$7,083.00	
Day Program: Cost for Remaining Quarters	\$3,400.00	
Evening Program: Cost for Quarter 1	\$6,516.33	
Evening Program: Cost for Remaining Quarters	\$2,833.33	
Estimated schedule of total charges for the entire education program.	\$20,683.00	

Medical Office Assistant 39 Quarter Units 22 Weeks Day Program/33 - 44 Weeks Evening Program		
Books & Supplies	\$1,991.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$14,500.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Day Program: Cost for Quarter 1	\$5,666.00	
Day Program: Cost for Remaining Quarters	\$3,625.00	
Evening Program: Cost for Quarter 1	\$4,941.00	
Evening Program: Cost for Remaining Quarters	\$2,900.00	
Estimated schedule of total charges for the entire education program.	\$16,541.00	

Medical Office Assistant Diploma with Phlebotomy Certificate 45 Quarter Units 34 Weeks Day Program/45 - 56 Weeks Evening Program		
Books & Supplies	\$3,476.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$17,000.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>

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Schedule of total charges for the period of attendance.		
Day Program: Cost for Quarter 1	\$7,776.00	
Day Program: Cost for Remaining Quarters	\$4,250.00	
Evening Program: Cost for Quarter 1	\$6,926.00	
Evening Program: Cost for Remaining Quarters	\$3,400.00	
Estimated schedule of total charges for the entire education program.	\$20,526.00	

Medical Administrative Assistant 25 Quarter Units 22 Weeks Day Program/33 - 44 Weeks Evening Program		
Books & Supplies	\$756.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$6,000.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Day Program: Cost for Quarter 1	\$3,806.00	
Day Program: Cost for Remaining Quarters	\$3,000.00	
Evening Program: Cost for Quarter 1	\$2,806.00	
Evening Program: Cost for Remaining Quarters	\$2,000.00	
Estimated schedule of total charges for the entire education program.	\$6,806.00	

Phlebotomy Technician 6 Quarter Units 12 Weeks Day Program		
Books & Supplies	\$1,673.69	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$4,250.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		

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Day Program: Cost for Quarter 1	\$5,973.69	
Day Program: Cost for Remaining Quarters	\$0.00	
Estimated schedule of total charges for the entire education program.	\$5,973.69	

Legal Administrative Assistant 35.25 Quarter Units 44 Weeks Day Program/44 Weeks Evening Program		
Books & Supplies	\$721.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$14,500.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Day Program: Cost for Quarter 1	\$5,604.33	
Day Program: Cost for Remaining Quarters	\$4,833.33	
Evening Program: Cost for Quarter 1	\$4,396.00	
Evening Program: Cost for Remaining Quarters	\$3,625.00	
Estimated schedule of total charges for the entire education program.	\$15,271.00	

Legal Receptionist/Document Administrator 26 Quarter Units 44 Weeks Day Program/44 Weeks Evening Program		
Books & Supplies	\$515.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$6,000.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		

Legal Receptionist/Document Administrator 26 Quarter Units 44 Weeks Day Program/44 Weeks Evening Program		
Day Program: Cost for Quarter 1	\$3,565.00	
Day Program: Cost for Remaining Quarters	\$3,000.00	
Evening Program: Cost for Quarter 1	\$2,565.00	
Evening Program: Cost for Remaining Quarters	\$2,000.00	
Estimated schedule of total charges for the entire education program.	\$6,565.00	

Cosmetology 40 Quarter Units 30 Weeks Full Time/45 Weeks Part Time		
Program Application Fee	\$200.00	<i>Non-refundable.</i>
Books & Supplies	\$3,605.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$14,000.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Full Time: Cost for Quarter 1	\$7,305.00	
Full Time: Cost for Remaining Quarters	\$3,500.00	
Part Time: Cost for Quarter 1	\$6,605.00	
Part Time: Cost for Remaining Quarters	\$2,800.00	
Estimated schedule of total charges for the entire education program.	\$17,805.00	

Barbering 40 Quarter Units 30 Weeks Full Time/45 Weeks Part Time		
Program Application Fee	\$200.00	<i>Non-refundable.</i>
Books & Supplies	\$3,571.00	<i>Non-refundable after the cancellation period.</i>

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Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$14,000.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Full Time: Cost for Quarter 1	\$7,271.00	
Full Time: Cost for Remaining Quarters	\$3,500.00	
Part Time: Cost for Quarter 1	\$6,571.00	
Part Time: Cost for Remaining Quarters	\$2,800.00	
Estimated schedule of total charges for the entire education program.	\$17,771.00	

Cosmetology and Barbering 48 Quarter Units 36 Weeks Full Time/54 Weeks Part Time		
Program Application Fee	\$200.00	<i>Non-refundable.</i>
Books & Supplies	\$4,092.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$16,800.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Full Time: Cost for Quarter 1	\$8,492.00	
Full Time: Cost for Remaining Quarters	\$4,200.00	
Part Time: Cost for Quarter 1	\$7,652.00	
Part Time: Cost for Remaining Quarters	\$3,360.00	
Estimated schedule of total charges for the entire education program.	\$21,092.00	

STRF calculation: The STRF charge is \$0.00 per \$1,000 of institutional charges, rounded to the nearest thousand dollars.

For complete details regarding supplies for the cosmetology and barbering programs, please refer to the Paul Mitchell the School – Campus catalog supplement.

Traditional Degree Programs

Information Technology Cloud Administration - Associate of Applied Science Year One: 57.25 Quarter Units
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Year Two: 56.5 Quarter Units		
Year One		
Books & Supplies	\$1,505.00	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$18,638.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Cost for Quarter 1	\$5,282.60	
Cost for Remaining Quarters	\$3,727.60	
Year One Estimated schedule of total charges.	\$20,193.00	
Year Two		
Books & Supplies	\$1,272.00	<i>Non-refundable after the cancellation period.</i>
Tuition	\$17,535.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Cost for Quarter 1	\$ 4,829.00	
Cost for Remaining Quarters	\$3,507.00	
Year Two Estimated schedule of total charges.	\$18,857.00	
Estimated schedule of total charges for the entire education program.	\$39,050.00	

Paralegal Studies - Associate of Arts		
Year One: 63.25 Quarter Units		
Year Two: 47.5 Quarter Units		
Year One		
Books & Supplies	\$1,148.76	<i>Non-refundable after the cancellation period.</i>
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date. Applies only to students residing in California.</i>
Tuition	\$19,257.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		

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Cost for Quarter 1	\$5,050.16	
Cost for Remaining Quarters	\$3,851.40	
Year One Estimated schedule of total charges for the entire education program.	\$20,455.76	
Year Two		
Program Application Fee	\$50.00	<i>Non-refundable.</i>
Books & Supplies	\$1,550.00	<i>Non-refundable after the cancellation period.</i>
Tuition	\$17,010.00	<i>Prorated refund based on withdrawal date and program term. Please see the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Cost for Quarter 1	\$5,852.50	
Cost for Remaining Quarters	\$4,252.50	
Year Two Estimated schedule of total charges for the entire education program.	\$18,610.00	
Estimated schedule of total charges for the entire education program.	\$39,065.76	

STRF calculation: The STRF charge is \$0.00 per \$1,000 of institutional charges, rounded to the nearest thousand dollars.

Campus Scholars Diploma Program

Business Skills Fundamentals 25 Quarter Credits		
Books & Supplies	\$0.00	
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date Applies only to students residing in California.</i>
Tuition	\$5080	<i>Prorated refund based on withdrawal date and program term. See the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Cost per Quarter	\$2540.00	
Estimated schedule of total charges for the entire education program.	\$5080.00	

Campus Scholars Degree Programs

Business Administration – Associate of Arts 92 Quarter Credits		
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Program Application Fee	\$0.00	
Books & Supplies	\$0.00	
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date Applies only to students residing in California.</i>
Tuition	\$19,200.00	<i>Prorated refund based on withdrawal date and program term. See the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Cost per Quarter	\$2,440.00*	For quarters at 12 credits for students taking 1-6 or 12 plus credits tuition is \$200 per credit hour*
Estimated schedule of total charges for the entire education program.	\$19,520.00	

Business Administration with Emphasis in Healthcare – Associate of Arts <i>115 Quarter Credits</i>		
Books & Supplies	\$0.00	
Student Tuition Recovery Fund Fee	\$0.00	<i>Non-refundable after cancellation date Applies only to students residing in California.</i>
Tuition	\$24,760.00	<i>Prorated refund based on withdrawal date and program term. See the Campus Refund Policy.</i>
Schedule of total charges for the period of attendance.		
Cost per Quarter	\$2,440.00**	For quarters at 12 credits for students taking 1-6 or 12 plus credits tuition is \$200 per credit hour
Estimated schedule of total charges for the entire education program.	\$24,760.00	

Campus Scholars Jump Start Program – College Success <i>1 Quarter Credit</i>		
Books & Supplies	\$0.00	
Student Tuition Recovery Fund Fee	\$0.00	
Tuition	\$0.00	
Schedule of total charges for the period of attendance.		
Cost per Quarter	\$0.00	Provided at no cost to student
Estimated schedule of total charges for the entire education program.	\$0.00	

Payment Options

Financial Aid

Financial Aid and Budget Process

Campus is an eligible institution for federal and state financial aid programs. Financial aid counseling and funding are available for Federal Pell Grants, Federal Supplemental Grants, Federal Work Study, Federal Direct Student Loans, Cal Grants, and other programs. A full-time financial aid office is available and can provide detailed explanations of these programs and related school policies. Applications are available through the financial aid office.

Financial aid is awarded based on a student’s individual need. Students must first complete the Free Application for Federal Student Aid (FAFSA) in order to determine their Student Aid Index (SAI). The SAI is the amount that the student and his/her parents are expected to pay toward total college costs. The SAI is subtracted from the student’s total college costs and the remaining amount represents the student’s “financial need.” The process is as follows:

- 1. College costs are determined using a formula and dollar amounts provided by the California Student Aid Commission. The budget figures are detailed as follows:

<i>Monthly Expenses</i>	<i>Living at Home</i>	<i>Not Living at Home</i>
Tuition and Fees	Actual	Actual
Books and supplies	\$938 per academic year	\$938 per academic year
Living Expenses	\$1,125	\$2,159
Personal/Misc.	\$401	\$492
Transportation	\$179	\$196
TOTAL	\$2,643	\$3,785

- 2. The SAI is subtracted from this total (plus tuition) to give the student’s remaining need.
- 3. After program eligibility is determined, an estimated student financial award package is prepared using an approved need analysis program based on federal methodology. Aid is awarded, pending eligibility, in the following order:

Federal Pell Grant — This program provides need-based grants, which do not need to be repaid. Grant amounts are dependent on the student’s SAI, the cost of attendance, the student’s enrollment status, and whether the student attends for a full academic year or less.

Federal Supplemental Educational Opportunity Grant (FSEOG) — This program provides need-based grants, which do not need to be repaid, to students with exceptional need who are also Federal Pell Grant recipients. FSEOG is campus-based aid and additional eligibility is determined by the Campus financial aid office to allocate funds throughout the award year.

Federal Direct Student Loans — This program provides federal loans to students to help pay for educational expenses. Nearly all students are eligible to receive federal student loans

regardless of income or credit. Student loans may be subsidized by the U.S. government or unsubsidized depending on the student's financial need. Student loans must be repaid including any accrued interest and fees.

Federal Direct PLUS Loans — This program provides federal loans to parents of dependent students to help pay for educational expenses. PLUS loans are credit-based and are available regardless of income or assets. PLUS loans can fund the entire cost of a student's education (less other financial aid).

Federal Work Study (FWS) — This is a campus-based aid program that provides job opportunities both on and off-campus for students with financial need, allowing them to earn money to help pay education expenses. FWS employment is further based on job availability, the interview and selection process, and maintaining satisfactory academic progress. Further information and applications (for eligible students) are available in the financial aid office.

Campus Scholars Grants — This program exists to help defray the cost of college tuition for select students enrolled in Campus Scholars educational programs. Students must exhibit financial need, exceptional academic potential and intrinsic motivation to pursue a college degree. Students must either file a FAFSA or be ineligible to receive Financial Aid before they may be considered for a Campus Scholars Grant. At the discretion of the Campus Scholars Grants Committee, a student may be awarded a grant for one or more academic years. Students awarded a Campus Grant exceeding \$4,000 must maintain at least a 2.5 cumulative GPA in their first three terms to be eligible for disbursement of the award, and a cumulative GPA above 3.0 for subsequent disbursements.

Cal Grant — Cal Grant awards are state funded monetary grants given to California students to help pay for college expenses. Cal Grants do not have to be repaid. The application deadline is March 2nd of each year for awards made the following fall. Students should contact the financial aid office during the application period to apply.

Note to Cal Grant Recipients: It is the policy of Campus to credit all Cal Grant funds directly to the student's account. However, students have the opportunity to request that the Cal Grant B Access and Cal Grant C Book and Supplies portion be paid directly to them for education-related expenses. This request must be made in writing to the financial aid office and will apply to future Cal Grant disbursements. Payments previously applied to the student's account will not be refunded.

Institutional Scholarships and Grants— Campus offers a variety of institutional scholarships and grants designed to support student access, engagement, and success. Eligibility, award amounts, application requirements, and disbursement policies vary by program and are subject to change.

For the most current information regarding available scholarships and grants – including detailed terms and conditions, eligibility criteria, and awarded timelines – please visit: <http://campus.edu/disclosures>

Students are encouraged to review this page regularly for updates and to contact Financial Services with any questions related to institutional aid.

Student Loan Disbursements

Award payments are usually made in each payment period. Students can expect up to a six-week delay from the time they start school until the time the first loan payment is disbursed to their account. Future disbursements are made in subsequent payment periods provided the student maintains satisfactory academic progress. The student may experience delays in having funds disbursed to his/her account if the fund originating source is dilatory in aid processing or if the school requests the student to make improvement in his/her progress. In certain cases, students may have to assume financial liability for tuition and book costs if academic progress is unsatisfactory.

Student Loan Default Prevention

Students who attend with the assistance of a Federal Student Loan must realize the seriousness of the repayment obligation. Loans are the most common form of financial aid used by college students in the United States today. Student loans are an important financial obligation, and they must be repaid. Loan repayment typically begins six months after a student's last date of attendance and payments are typically made to the financial organization that is servicing the loan.

Paying off a student loan is a great way to develop a good credit history. However, failure to pay off a student loan will have a lasting negative effect on a credit report. There are options available to students who find they are unable to make timely loan payments. A student may be eligible for a deferment if he/she returns to school, is unemployed, has an economic hardship, or meets other criteria. If a student does not qualify for a deferment, he/she may still be eligible for a forbearance that would temporarily postpone or reduce monthly payments. Students should contact the financial aid office or their loan servicer for more information regarding deferments and forbearances.

School Financing

The institution can authorize regular monthly payments at low interest rates to cover tuition charges to students or families with acceptable credit. Details may be obtained from the admissions staff.

Financial Aid Appeal Process

A student may appeal if he/she has a disagreement about the award after the process has been thoroughly explained. A school financial aid committee will be made available to the student to consider the appeal. If the financial aid committee determines that the award was incorrect in view of current school policy and current regulation, it can be changed.

Institution Policies

Admission

SECTION 1: SCOPE AND PURPOSE

This policy ensures equitable access to academic programs, resources, and opportunities for all prospective and current students, faculty, and staff. It establishes inclusive practices, transparent communication, and fair evaluation criteria to support student success and institutional integrity.

Applicable to admissions, academics, student services, and campus operations, this policy promotes accessibility, informed decision-making, and compliance with institutional and regulatory standards.

SECTION 2: RATIONALE

To ensure that prospective students receive all necessary information to make an informed decision about whether Campus aligns with their educational goals and needs, while also assessing their academic qualifications and readiness to succeed in their chosen program.

SECTION 3: DEFINITIONS

None

SECTION 4: PROCEDURES

1. Admission into a program of study at Campus is determined through an interview with an admissions counselor. Prospective students can schedule an appointment online or by calling the admissions office.
 - Campus approves admission for students who demonstrate the potential to benefit from the curriculum. Each applicant is evaluated individually, considering four key criteria:
 - Aptitude – Ability to meet the academic demands of the program
 - Attitude – Commitment to learning and professional growth
 - Experience – Relevant background and preparedness for the field
 - Demeanor – Professionalism and readiness for academic success
2. Educational Requirements
 - Formal education and background requirements vary by program. Please refer to the Program-Specific Entrance Requirements section for details.
 - A high school diploma or its equivalent is required for all programs. This requirement may be satisfied by:
 - High school diploma
 - General Educational Development (GED) certificate
 - California High School Proficiency Examination (CHSPE)
 - Any federally recognized equivalent
3. Admission Process & Dual Enrollment Exception
 - Admission into a selected program is contingent on the successful completion of the admissions process.
 - Dual enrollment/dual credit high school students may enroll in courses without meeting the high school diploma, GED, HSE, or equivalent requirement before admission.

4. Distance Education Entrance Requirements

- Applicants enrolling in distance education programs or programs that include a distance education component must complete a distance education questionnaire to assess whether online learning is a suitable fit for them.
- To participate in these programs, students must have access to:
 - A desktop, laptop, or tablet with camera, video, and audio capabilities
 - A reliable internet connection

5. Ability-to-Benefit

- The Ability-to-Benefit (ATB) alternative was introduced under the Higher Education Act (HEA) in 1991, allowing prospective financial aid recipients without a high school diploma or equivalent to establish Title IV student aid eligibility by passing a U.S. Department of Education-approved exam. Campus does not participate in this program.

6. Admission Services

- Our admissions personnel are experienced in helping applicants identify the right training programs to support their career goals. Because individual backgrounds, experience levels, aptitudes, and interests vary, students are encouraged to seek personalized guidance from admissions advisors before making an enrollment decision.

7. Visa and English Language Services

- Visa Services
 - Campus does not provide visa sponsorship or vouch for student visa status.
- English Language Proficiency
 - Instruction for all programs is conducted in English.
 - Campus does not offer English as a Second Language (ESL) instruction or English language services.
 - Students must demonstrate English proficiency through:
 - High school transcripts or equivalent
 - A general assessment entrance exam administered in English

8. Program-specific Entrance Requirements - Traditional (Sacramento) Programs

- General Assessment Requirement
 - All applicants for Traditional Diploma Programs must complete a general assessment test consisting of 30 multiple-choice questions within a 25-minute time limit. A minimum score of 16 correct answers is required to pass. Applicants are allowed a maximum of two (2) attempts to meet this requirement.
- Information Technology – Cloud Administrator
 - Prerequisite: Prior education or work experience with CompTIA A+ is required.
 - Documentation Required: Applicants must provide transcripts, certificates, or a resume verifying their education and/or work experience after the admissions interview.
- AWS Cloud Solutions Architect

- Additional Requirement: Either a CompTIA certification or work experience in information technology (primarily networking) is required.
- Documentation Required: Applicants must provide transcripts, certificates, and a resume verifying their qualifications after the admissions interview.
- Phlebotomy Technician
 - Education/Experience Requirement: Applicants must meet one of the following:
 - Completion of a medical assisting or related program (e.g., Licensed Vocational Nursing or Paramedic program) within the past 12 months.
 - A minimum of one year of documented experience as a medical assistant or similar profession within the past 12 months.
 - Documentation Required: Applicants must provide transcripts and a resume confirming their education and/or work experience after the admissions interview.
 - Additional Assessment: Applicants must take a 50-question multiple-choice test assessing their medical field knowledge.
 - A minimum score of 90% is required to pass.
- Paralegal Studies – Year 2 Direct Enrollment
 - Applicants seeking direct entry into Year 2 of the Paralegal Studies Program must meet one of the following criteria:
 - Hold an associate or baccalaureate degree from an accredited institution.
 - Have completed at least 54 quarter units (36 semester units) in general and business studies from an accredited institution.
 - Documentation Required: Applicants must submit official transcripts confirming their educational qualifications after the admissions interview.

9. Program-specific Entrance Requirements - Campus Scholars Programs

- Applicants must complete an admissions interview with the Campus admissions team. A minimum score of 4.5 is required to pass.
- Interview Scoring Criteria: If an applicant fails the oral communication section, they will automatically fail the interview, regardless of their overall score.

Medical Drug Testing

SECTION 1: SCOPE AND PURPOSE

This policy applies to all students enrolled in medical programs at Campus, particularly those required to complete clinical lab classes and externships. It governs the administration of drug screenings and the consequences of positive, contested, or medically justified results.

SECTION 2: RATIONALE

Medical students are expected to uphold the highest standards of professionalism, safety, and ethical responsibility, particularly as they prepare to enter clinical environments where patient care and public trust are paramount. Ensuring that students are free from substance use that

could impair judgment, motor function, or cognitive ability is critical to maintaining the integrity of the healthcare profession.

Campus is committed to aligning its policies with industry standards, regulatory requirements, and externship site expectations to prepare students for successful transitions into clinical practice. Drug screenings serve as a safeguard to uphold these standards, ensuring that students entering externships, laboratory settings, and patient-facing roles are not under the influence of substances that could compromise their performance or patient safety.

SECTION 3: DEFINITIONS

None

SECTION 4: PROCEDURES

1. Mandatory Drug Screening
 - a. All medical students are required to successfully pass one or more 10-panel drug screenings conducted on campus or at a designated location chosen by Campus.
 - b. All testing will be performed by an independent third-party company to ensure fairness and compliance with industry standards.
2. Testing Timeline and Process
 - a. Drug screenings may be conducted at any time during a student's enrollment, occurring prior to and during externships.
 - b. Students enrolling directly into the phlebotomy program must complete their drug screening before the start of classes.
 - c. Testing will be conducted on campus during regular school hours. Students who are unable to provide a sample will be required to visit an off-site testing facility outside of class hours.
 - d. Students who have concerns about potential drug test results due to prescribed medications should consult with the Program Director for healthcare programs prior to testing.
 - i. Important note: Regardless of any concerns, students are still required to provide a sample as part of the testing process.
3. Sample Collection and Retesting
 - a. During the screening process, the provided sample will be divided into two separate containers: an "A" cup and a "B" cup.
 - b. Initial testing will be conducted on the "A" sample. If a student wishes to contest the results, they may request that the "B" sample be tested at a second federally approved laboratory of their choice.
 - c. The cost of any additional screening will be the sole responsibility of the student.
4. Consequences of a Positive or Invalid Drug Screen
 - a. Students who test positive for drugs or controlled substances unrelated to a medical condition will be ineligible for participation in clinical classes and will be dismissed from the program.
 - b. Students providing an "unsuitable sample" must remain at the testing site until they are able to provide an observed sample. Failure to comply will be considered a positive test result.

- c. Campus reserves the right to conduct drug testing at any time during a student's program. These additional screenings will be paid for by Campus.
- 5. Drug Screens Related to a Medical Condition
 - a. If a student receives a positive result due to prescribed medication, the report will undergo further review at Campus's expense.
 - b. The student is responsible for submitting appropriate medical documentation to the screening physician for evaluation.
 - c. A note regarding the positive test, if medically justified, will be included in the student's externship file, maintained by the department chair's office.
 - d. Medical marijuana is not recognized as a valid prescription by Campus or affiliated externship sites. A student who tests positive for marijuana will be dismissed from the program, as determined by the Program Director and Vice President of Academic Operations.
 - e. If the screening physician confirms that a positive test result is due to a legally prescribed medication taken in appropriate quantities, the student may continue in the program. However, externship placement opportunities may be limited based on site policies.
- 6. Performance and Safety Considerations
 - a. Students taking prescribed medications must not be under the influence of any substance that may impair their ability to perform clinical tasks.
 - b. In some cases, students may be required to provide a physician's statement verifying that their prescribed medication does not interfere with their ability to safely perform medical assisting procedures.
 - c. Any student participating in clinical labs or externship activities while under the influence of substances that impair performance may face dismissal from the program.
- 7. Externship and Employment Implications
 - a. Externship sites and employers have full discretion in selecting students for placement and employment. A positive drug screen—regardless of medical justification—may impact a student's externship or job opportunities.
 - b. Campus will only submit students for externship or employment who meet employer requirements. Further communication with the externship site or employer is the student's responsibility.
 - c. Campus will not disclose details regarding specific medications or medical conditions to externship sites or to employers.

Readmission and Restart Policy

SECTION 1: SCOPE AND PURPOSE

This policy applies to all students who have withdrawn from the institution or who have not been enrolled for more than two consecutive quarters at Campus. It outlines the process and requirements for students seeking to return to the institution, including the submission and approval of a Re-Enrollment Application before resuming coursework.

SECTION 2: RATIONALE

By implementing a formal application and approval process, the institution can evaluate a student's academic standing, address any outstanding obligations, and determine their readiness to continue their program, fostering a structured and supportive re-enrollment experience.

SECTION 3: DEFINITIONS

None

SECTION 4: PROCEDURES

1. Students who have withdrawn from the institution or have not been enrolled for at least 6 months at Campus, must complete a Re-Enrollment Application to return. This application must be submitted and approved by Academic Operations before the student is permitted to resume enrollment and register for courses.
 - a. Submission Deadline: Re-Enrollment Applications must be submitted at least 14 days before the start of the intended quarter of return.
 - b. Application Review: All applications are reviewed consistently against a standardized rubric.
 - c. Denials: If a Re-Enrollment Application is denied, students may submit one additional application for reconsideration.
 - d. Final Decision: The decision on the second application is final, and no further applications or appeals will be accepted.
2. Students must meet current program and catalog requirements at the time of Enrollment Agreement completion.

Concurrent Enrollment

SECTION 1: SCOPE AND PURPOSE

The policy establishes the academic, financial, and procedural requirements that students must meet to ensure both academic success and compliance with institutional credit transfer policies. It is applicable across all academic programs and is designed to support students in making informed, strategic decisions about their coursework and overall degree progress.

SECTION 2: RATIONALE

This policy ensures that students who wish to concurrently enroll at another institution and transfer credits to Campus follow a structured and transparent process.

SECTION 3: DEFINITIONS

None

SECTION 4: PROCEDURES

- If a current Campus student wishes to concurrently enroll at another two-year institution and plans to transfer back credits to fulfill Campus degree requirements, the following must occur to ensure the transfer credits will be accepted by Campus:
 - Before a student registers for courses at another institution, they must send the name of the institution they plan to attend and the course name and number of

- said courses for pre-evaluation of transfer credit to registrar@campus.edu to ensure that the credits will be accepted by Campus for transfer.
- The student should have a financial plan for both institutions, recognizing that financial aid may only be used at one institution at a time.
 - Once a course(s) has/have been completed at another institution, the student must request official transcripts be sent to registrar@campus.edu so that approved credits may be added to their Campus transcript.

Maximum Time to Completion Policy

SECTION 1: SCOPE AND PURPOSE

Campus requires students to complete all degree or certificate program requirements within a specified time frame to remain eligible for federal financial aid. These time limits ensure students make consistent academic progress and that their education remains relevant to industry and academic standards.

Students who exceed the established time limit for their program may continue enrollment but will lose access to federal financial aid. These time limits do not override the requirement to maintain Satisfactory Academic Progress (SAP) throughout enrollment.

The specific time limits for degree and certificate programs are outlined in Section 4: Procedures.

SECTION 2: RATIONALE

Establishing maximum time limits for program completion helps maintain academic integrity, ensures curriculum relevance, and encourages students to progress on time. This policy supports Campus's mission of student success by preventing excessive delays in program completion and ensuring graduates are equipped with up-to-date knowledge and skills. Additionally, this policy aligns with federal financial aid regulations, which require students to complete their programs within 150% of the published program length to remain eligible for aid.

SECTION 3: DEFINITIONS

1. 150% Time to Program Completion: A timeframe equal to 1.5 times the standard length of a program. This represents the maximum allowable time for program completion with federal financial aid eligibility.
2. Catalog Year Update: Students who reach 150% time to completion are moved into the current catalog year, and those program requirements will apply.
3. SAP Appeal for Maximum Timeframe Extension: A formal request submitted by students who need additional time beyond the 150% threshold to continue receiving federal financial aid.

SECTION 4: PROCEDURES

1. Maximum Allowable Time for Completion
 - a. Associate Degree Programs: 3 years (150% of a 2-year program)
 - b. Certificate Programs: Varies based on program length, but no more than 150% of the published duration
2. Catalog Year Reassignment

- a. If students reach 150% of their program length without completing their degree or certificate, they will be moved into the most recent catalog year. If program requirements have changed, the student must meet all new requirements at the time of reassignment.
- 3. Financial Aid and SAP Considerations
 - a. Since 150% time to completion is an SAP metric, students who exceed this threshold must submit an SAP appeal to remain eligible for financial aid.
 - b. If the SAP appeal is approved, the student may continue enrollment with financial aid but must adhere to their approved completion plan.
 - c. If the SAP appeal is denied, the student loses access to federal financial aid but may continue enrollment by paying out-of-pocket or establishing a payment plan with Financial Aid.
- 4. Appeal Process for Exceeding 150% Timeframe
 - a. Students who cannot complete their program within 150% must submit an SAP appeal for a maximum timeframe extension before they lose financial aid eligibility.
 - b. The appeal must include:
 - i. A completion plan outlining the remaining courses and expected graduation date.
 - ii. A commitment that no further program changes (such as dropping or withdrawing from classes) will be made.
 - iii. Documentation supporting extenuating circumstances (if applicable).
 - c. Appeals are reviewed by the Academic Team and Financial Aid Office to determine if the student can continue receiving aid.
- 5. Conditions for Continued Enrollment Beyond 150%
 - a. If an SAP appeal is granted, the student:
 - i. Will be given a strict completion plan with a defined graduation date.
 - ii. May not drop or withdraw from any additional courses.
 - iii. Must maintain SAP for the remainder of their program.
 - b. If an SAP appeal is denied, the student may still continue enrollment but must work with the Financial Aid Office to set up a payment plan or pay tuition out-of-pocket.
- 6. Financial Aid Implications for Exceeding 150%
 - a. Students who exceed 150% time to completion without an approved SAP appeal are no longer eligible for federal financial aid but may remain enrolled if they cover tuition costs through:
 - i. Personal payments (out-of-pocket tuition payments)
 - ii. A payment plan arranged with the Financial Aid Office
 - b. Students who choose not to self-fund their remaining courses will be administratively withdrawn.

Change of Academic Program Policy

SECTION 1: SCOPE AND PURPOSE

Campus students may request a change of academic program following the established procedures outlined in this policy. A program change will align the student's degree requirements with those outlined in the Campus Catalog or addendum in effect at the time of the change (the catalog of record). Students are responsible for understanding and fulfilling the requirements specified in their new enrollment agreement and the catalog year of record.

SECTION 2: RATIONALE

This policy establishes a standardized process for handling student requests to change their degree, certificate program, or specialization. It outlines clear guidelines on eligibility, frequency, and conditions under which such changes may be made.

SECTION 3: DEFINITIONS

1. Academic Program: An academic program is any credentialed academic offering and its components, including but not limited to a degree, specialization, concentration, certificate, or delivery model in which a learner is enrolled.
2. Degree Program: A degree program is a specific set of coursework and learning experiences in a field of study that, upon successful completion, results in the conferral of a degree or credential.
3. Good Academic Standing: Refers to a student's status of satisfactory academic performance as defined by Campus Policy 3.04 Satisfactory Academic Progress.
4. Provisional Period: A provisional student's first six (6) weeks of attendance in their first term with Campus.

SECTION 4: PROCEDURES

1. Academic Program Change Process
 - a. Step 1: Explore Options
 - i. Students seeking an academic program change are encouraged to consult with Financial Aid and a Student Success Coach to explore available options and considerations.
 - ii. To be eligible for an academic program change, students must be in good academic standing.
 - b. Step 2: Submit Program Change Request
 - i. Students must initiate their request in writing by completing the Program Change Request Form to formally apply for a program change.
 - c. Step 3: Evaluate Eligibility
 - i. The submitted academic program change request, along with any previous academic coursework at Campus, will be reviewed to ensure compliance with program requirements.
 - ii. All applicable coursework will be evaluated and transferred into the student's new program enrollment record.
 - iii. Students must meet the admissions requirements for their new academic program as specified in the Campus Catalog in effect at the time of their acceptance into the new program.
 - d. Step 4: Complete New Enrollment Agreement

- i. To finalize the program change, students must submit a new enrollment agreement and any required forms for the new program.
 - ii. Students have two (2) weeks to complete and submit the required paperwork. If they fail to meet the deadline, the program change request will not be processed.
 - iii. The approved program change will take effect at the start of the next academic term.
- e. Step 5: Financial Aid Adjustments (R2T4 & Proration)
 - i. A Return of Title IV Funds (R2T4) calculation and financial aid proration will be completed within 45 days of the program change.
 - ii. Students receiving financial aid should discuss the potential impact of program changes with a Financial Aid Specialist, including possible adjustments to their financial aid package.
 - iii. Students will be notified once the R2T4 process is complete.

Program Registration, Drop, & Refund Policy

SECTION 1: SCOPE AND PURPOSE

This policy outlines the guidelines and procedures for program registration, adding or dropping courses, withdrawing from courses or the institution, and receiving refunds. Students are registered by program and scheduled into courses each term. By registering, students agree to pay all tuition and fees in accordance with Campus Policy 2.09: Tuition and Fees.

This policy applies to all students enrolled in both standard term and non-standard term programs and is designed to ensure consistency, transparency, and compliance with federal and state regulations, including BPPE and Title IV.

SECTION 2: RATIONALE

This policy intends to provide clear, consistent directions and responsibilities related to: •

Program registration and course scheduling

- Student- and institution-initiated course drops and withdrawals
- Refund eligibility and disbursement processes
- Student rights under California's Bureau for Private Postsecondary Education (BPPE)

SECTION 3: DEFINITIONS

1. Gap Term – A one-term break from academic study in standard term programs requested for personal, medical, or financial reasons.
2. Last Date of Attendance (LDA) – The last date the student participated in an academically related activity, such as attending a lecture, submitting an assignment, or taking a test.
3. Leave of Absence (LOA) – A temporary, approved break from academic studies for students in non-standard term programs.
4. New Student – A student enrolling at Campus for the first time or returning after over seven (7) years.
5. Provisional Period – A new student's first six (6) weeks of attendance in their first term.

6. Provisional Student – A new student in their first six (6) weeks.
7. Student-Initiated Provisional Drop – When a student voluntarily withdraws during the provisional period.
8. Withdrawal Date – The date used to determine the percentage of the term completed based on the student's LDA.

SECTION 4: PROCEDURES

1. Registration and Credit Overload
 - a. Students are automatically registered for their program each term and scheduled into courses.
 - b. Credit Overload Requests
 - i. Students may take over 12 credits in a term only if they:
 1. Have completed at least one term at Campus with a GPA of 3.5 or higher
 2. Obtain approval from their Financial Advisor
 3. Consent to fees or tuition charges to accommodate the credit overages not covered by their financial aid
1. Course Add/Drop and Attendance
 - a. Standard Term Programs
 - i. Add/Drop Window:
 1. Students may add or drop courses within 14 calendar days of the term start.
 2. Students who attend and drop during this period receive an NC (Not Complete) grade.
 3. If they drop before attending, no grade or record appears on their transcript.
1. Campus-Initiated Drops (Standard Term):
 - a. Campus may drop a student during the Add/Drop Period if they:
 - i. Miss 3 or more unexcused class sessions (50% of classes in 2 weeks)
 - ii. Submit no assignments during the first two weeks
 - b. Monitoring: Student Success Coaches monitor attendance during the Add/Drop period. Students who show patterns of non-attendance or fail to engage in coursework may be withdrawn from individual courses or the program based on institutional attendance policies.

Non-Standard Term Programs

1. Add/Drop Window:
 - a. Students may add or drop courses within 14 calendar days of the term start.
 - b. Students who attend and drop out during this period receive an NC (Not Complete) grade.
 - c. If they drop before attending, no grade or record appears on their transcript.
2. Students may be dropped if they:

- a. Do not attend any class within the first 14 calendar days
 - b. Submit no assignments during the first two weeks
3. Appeals
 - a. Students dropped during the Add/Drop period in standard and non-standard term programs may appeal the decision within three (3) calendar days of receiving the withdrawal notification.
 - b. To begin the appeal process, students must:
 - i. Email their assigned Student Success Coach
 - ii. Clearly explain the reason(s) for their absence
 - iii. State their intent to appeal the withdrawal and desire to continue in the course or program
 - c. Upon receiving the appeal, the Coach will:
 - i. Review the student's attendance and engagement records
 - ii. Discuss the situation with Student Success to determine eligibility for reinstatement
 - d. The Program Director makes final decisions based on institutional policy, the student's academic standing, and their ability to reasonably re-engage in the course. The decision will be communicated to the student in writing.

Withdrawals and Attendance Violations

a. Course Withdrawal Windows

Program Type	Withdrawal (W)	Withdrawal-Fail (WF)
Standard Term	Weeks 3–8	After Week 8
Non-Term (6 weeks)	Weeks 2–4	After Week 4
Non-Term (12 weeks)	Weeks 2–8	After Week 8

b. Administrative Withdrawal (All Programs)

- Students who miss 14 consecutive calendar days of instruction after the Add/Drop Period will be:
 - Withdrawn from affected courses (W or WF assigned)
 - Withdrawn from the institution if all courses are dropped
- Students may request a Gap Term (standard term programs) or LOA (non-standard term programs) for up to two terms if they plan to return.

4. Provisional Student Drop Policy

- Provisional Period Support
 - The Provisional Period is the first six (6) weeks of a new student's first term at Campus. This period is intentionally structured as a low-risk transition phase to help students adjust to college-level academics, understand course expectations, and assess personal readiness.

- No tuition is drawn down during the provisional period.
- Students who choose to withdraw during this period do not incur tuition charges, and no academic record is created.
- Student Success Coaches provide additional support, monitor progress, and work closely with students during this time to promote engagement and success.
- Campus-Initiated Provisional Drops
 - Campus may initiate a provisional drop if a student demonstrates limited or no engagement. A student may be dropped if they:
 - Miss more than 50% of scheduled classes during the first two (2) weeks
 - Submit no assignments during the first two (2) weeks
 - Fail to attend or engage consistently between Weeks 2 and 6
 - Are dropped from all enrolled courses during their first term
- Process:
 - The assigned Success Coach will attempt outreach and, if contact is made, meet with the student to discuss why a provisional withdrawal is recommended. If the student agrees to the withdrawal, they will follow the student-initiated withdrawal process as outlined below.
 - If the student is unresponsive, an official notification is sent via email informing the student of their withdrawal.
 - A refund is issued within 30 days, minus applicable non-refundable fees (e.g., application fee, STRF, books/supplies)
- Student-Initiated Provisional Drops

Students may also choose to withdraw voluntarily during the provisional period. To do so, they must:

 - Meet with their assigned Student Success Coach to review the decision and understand its implications
 - Submit a written statement to their Coach indicating their intent to withdraw
 - After receiving the written notice, the Success Coach will:
 - Submit the official withdrawal request to the Registrar or the appropriate department
 - Ensure the student is removed from all enrolled courses before the end of Week 6
 - The date of the student's written request will serve as the official withdrawal date, and may be backdated if necessary to reflect the last date of academic activity.
 - Important Notes:
 - No tuition charges are incurred for students who withdraw during the provisional period
 - A refund may be issued if applicable, such as for pre-paid books or materials
 - Non-refundable fees (e.g., application, STRF, books/supplies) will not be returned

- Students who return in a future term must re-enroll, repay full tuition, and retake any incomplete courses
- Student Right to Cancel and Refunds
 - Right to Cancel
 - You have the right to cancel your enrollment agreement and receive a full refund of all charges paid (minus non-refundable fees) through:
 - Attendance at the first class session OR
 - The seventh (7th) calendar day after signing the enrollment agreement, whichever is later.
 - To cancel:
 - Submit a written notice to withdraw@campus.edu
 - The timestamp of the email is used to determine your cancellation date
 - The notice need not follow a specific format—it is valid if it clearly states your intent to cancel
 - Refund Policy (Post-Cancellation Period)
 - If you withdraw after the cancellation window and have completed 60% or less of the term, you are eligible for a pro-rata refund
 - No refund is issued after 60% of the term is completed
 - Refunds are based on the Last Date of Attendance (LDA)
 - Refunds are processed within 45 days
 - Refund Disbursement Order (Title IV Funds)
 - Unsubsidized Direct Loans
 - Subsidized Direct Loans
 - Direct PLUS Loans
 - Federal Pell Grants
 - Federal SEOG Grants
 - Cal Grants
 - Cash Payments (including third-party payers)
 - Campus Scholarships and Grants
 - Return of Title IV Funds (R2T4)
 - Required by federal law for students receiving federal aid
 - If a student withdraws before completing 60% of the term, unearned aid must be returned
 - After 60%, all aid is considered earned
 - Processed within 45 days

Student Attendance, Withdraw and Restart:

Student Attendance & Participation

Campus is committed to providing interesting and worthwhile class content to its students. Courses are built around specific learning outcomes that are tied directly to the knowledge and skills needed to succeed in your chosen field. Emphasis is placed on the achievement of these outcomes and on student proficiency.

Campus faculty strive to ensure that each class session is a valuable learning experience focused on helping students succeed. Campus measures student attendance in all online class sessions. Good attendance is a critical factor in accomplishing the outcomes in your program. Students are strongly encouraged to maintain good attendance in order to fully benefit from their courses and to successfully achieve all program outcomes.

Active Attendance for Campus Scholars

All Campus Scholars courses have a uniform active attendance policy. Active attendance is worth 10% of a student's grade in each course and class attendance is recorded every class session (lecture and TA discussion sections). Students who fail to attend, arrive late, or leave early will lose points for that class period.

In order to receive full attendance credit for a class period, students must participate fully in the class. This includes arriving on time, participating in class discussions, responding to in-class questions, prompts and polls, etc. Students who log into class but do not have their cameras on and/or do not fully participate will lose points for that class session.

Leave of Absence Policy

SECTION 1: SCOPE AND PURPOSE

This policy establishes the standards and procedures for students to request a Leave of Absence (LOA) due to personal, medical, military, financial, or other significant circumstances. A properly approved LOA allows students to temporarily pause their academic studies while maintaining enrollment status and institutional continuity.

SECTION 2: RATIONALE

Campus recognizes that students may encounter unexpected or unavoidable circumstances that require time away from their studies. This policy provides a structured, compliant process for requesting, approving, and returning from an LOA. It ensures academic continuity, supports student well-being, and upholds federal and institutional requirements, including Title IV financial aid regulations.

SECTION 3: DEFINITIONS

1. Class Availability: The accessibility of required courses or sections during a given academic term.
2. Drop/Gap Term: A term during which a student temporarily withdraws from all courses with the intention of returning the following term.
3. Extenuating Circumstances: Unforeseen personal or financial hardships (e.g., bereavement, medical emergency, sudden loss of employment) that may justify an LOA.
4. Last Date of Attendance (LDA): The last day the student engaged in any academically related activity (e.g., attendance, submission of assignments, participation in class).
5. Leave of Absence (LOA): A temporary, approved break from academic studies due to personal, medical, financial, or other significant reasons, allowing students to maintain enrollment status.

6. Medical Leave: A type of LOA supported by a physician's documentation due to major injury, illness, surgery, or treatment.

7. Military Leave: An LOA granted based on official military orders for active-duty service.

SECTION 4: PROCEDURES

1. General Guidelines

- a. Students are encouraged to maintain continuous enrollment; however, a Leave of Absence may be granted when documented circumstances make it necessary to pause academic participation.
- b. An LOA must be requested in writing and formally approved by the institution prior to the student ceasing attendance, unless unforeseen circumstances prevent advance notice.
- c. Students are responsible for initiating the request through the Student Success Team, which will assess academic standing, previous LOA usage, and other relevant factors.

2. Types of Leave

a. Medical Leave

- i. Requires documentation from a licensed healthcare provider.
- ii. Approval and duration will be determined on a case-by-case basis in consultation with the Student Success Team and/or Program Director.

b. Military Leave

- i. Requires submission of official military orders.

c. Extenuating Circumstances

- i. Requires a written explanation and may require supporting documentation (e.g., death certificate, employer letter, legal notice).
- ii. Approval is discretionary and based on institutional evaluation.

d. Program-Related

- i. Leave may be granted when institutional factors beyond the student's control—such as limited class availability or delays in externship placement—temporarily prevent the student from progressing in their academic program.
- ii. Approval is contingent upon verification by the academic department or externship coordinator and is subject to standard LOA duration limits.
- iii. Students are required to stay in communication with their Success Coach and relevant program staff during the leave to confirm readiness to return once placement or class access is resolved.

3. Leave Duration

- a. The total duration of one or more LOAs may not exceed 180 calendar days (including weekends and breaks) within any 12-month period.
- b. The 12-month period begins with the first day of the first LOA. Any subsequent LOAs within that 12-month period count toward the 180-day maximum.

- c. Any extension request must be submitted before the scheduled return date and is subject to review and approval.
 - d. LOAs must be non-consecutive, unless a student provides valid justification and documentation.
- 4. Financial Aid Implications
 - a. Students are required to contact the Financial Aid Office prior to beginning an LOA to understand the implications on their aid package.
 - b. An LOA does not result in additional tuition charges, nor does it make students eligible for additional federal financial aid.
 - c. If a student does not return as scheduled or the LOA exceeds 180 days, the student is considered withdrawn, and a Return to Title IV (R2T4) calculation will be completed in accordance with federal regulations.
- 5. Requesting a Leave
 - a. Students must contact Student Success to initiate a leave request.
 - b. Campus will assess the student's academic standing, schedule, and previously used LOA days.
 - c. Once a request is reviewed, a start and return date will be established. Page: 2 of 3
 - d. All LOAs must be formally approved by the institution prior to the student ceasing attendance, except in cases of documented unforeseen circumstances.
- 6. Returning from a Leave
 - a. Students must return on the specified date listed in the LOA approval letter. b. Prior to return, students must:
 - i. Confirm their intent to re-enroll with the Director of Student Services
 - ii. Meet with the Financial Aid Office to ensure funding is in place
 - iii. Coordinate with their Success Coach to facilitate academic reintegration and support
 - iv. Campus guarantees that students returning from an approved LOA will re-enter the same program and academic status they held at the time of departure.
- 7. Failure to Return
 - a. A student who does not return on the approved date will be administratively withdrawn from the institution.
 - b. Any failure to return or extend the LOA within the 180-day limit will result in withdrawal and may trigger a Return to Title IV process.
- 8. Documentation and Recordkeeping
 - a. All LOA requests, supporting documentation, and approval decisions will be retained in the student's official academic file, in accordance with institutional and federal recordkeeping standards.

Financial Aid and Accounts

Return of Title IV Funds Policy

Students who are awarded Federal Title IV Financial Aid are subject to the provisions of the Return of Title IV Funds policy as well as the Institutional Refund Policy. A Return of Title IV Funds calculation is determined first, followed by an institutional refund calculation.

Tuition charges and refunds made are determined based on the stipulations of this regulation, as outlined in the Higher Education Act of 1965, as amended.

1. The school must determine what percentage of the current payment period a student has completed, based on institutional records. If it is determined that aid has been unearned, Federal Financial Aid must be returned to the originating source based upon the unearned percentage. A portion of unearned aid may be the responsibility of the college and a portion may be the responsibility of the student. If it is determined that the student owes a Title IV refund, Campus will notify the student in writing with appropriate instructions.

After 60 percent of the student's payment period has passed, all tuition charged for the payment period, and all Title IV aid disbursed, is considered earned.

Important notes regarding refunds:

- If any funds could have been disbursed but were not disbursed by the student's LDA, the student could be eligible for post-withdrawal disbursement to cover any outstanding tuition balance.
- For Cal Grant recipients: Any funds remaining subsequent to a "Return of Title IV Funds" refund will be sent to the California Student Aid Commission.

Satisfactory Academic Progress Policy - Campus Scholars Programs (Academics)

Minimum Requirements

Satisfactory academic progress (SAP) consists of qualitative and quantitative measurements. While students are expected to maintain these standards, exceptions may be made as a result of extenuating circumstances. Students not meeting SAP standards, or granted an appeal, may be dropped from their program and/or lose eligibility for Title IV aid.

- Qualitative measurement (GPA): Students must maintain a minimum cumulative grade point average (GPA) of 2.0.
- Quantitative measurement (Pace): Students must complete the program without attempting more than 150% of the credits required for completion.

Qualitative Measure (GPA)

At the end of each grading cycle the registrar verifies the GPA for all students to determine whether they are maintaining a minimum 2.0 GPA. An F grade is not considered passing and will not earn credit. Non-credit and remedial courses are not included in the computation of credits earned or GPA. If a student repeats a course in order to get a higher grade, only the higher grade will be used in the computation of GPA. Credits attempted and credits completed will accumulate each time the student takes the class. Transfer and challenge credits will be applied toward meeting graduation requirements and will be used in determining satisfactory progress, maximum program length, and eligibility for financial aid funds.

Summary of Credits Attempted, Credits Completed and Grade Point Average

[reference: Grading System Policy]

	Credit Attempted	Credit Completed	GP A
Earned grades (A-D)	Yes	Yes	Yes
Earned grades (F)	Yes	No	Yes
Withdrawal (W)	Yes	No	No
Withdrawal Fail (WF)	Yes	No	Yes
Waiver (WV)	Yes	Yes	No
Credit from Prior Education (CR) Used for transfer credits or successful course challenges where there is an Campus-equivalent course.	No	No	No
Course Category Equivalent (CCE) Used for transfer credits where this is no Campus-equivalent course, or for credit from Advanced Placement (AP) exams.	No	No	No
Not Complete (NC)	No	No	No
Not Taken (NT)	No	No	No
Pass/No Pass	Yes	Yes	No
Class Restart	Yes	Yes	Yes

Quantitative Measure (Pace)

Students who are scheduled for a full course load based on the established program template and who successfully complete all units attempted within each term can expect to complete their program within the published program length. However, students who successfully complete less than the scheduled number of units in any given term will experience a delay in their program completion. In general, students who are scheduled for a full course load and successfully complete a minimum of 67% (two-thirds) of units attempted can expect to complete their program within the maximum timeframe as long as they successfully complete any rescheduled courses within subsequent terms.

Students must progress through their program to ensure that they will graduate within the maximum time frame, and each satisfactory progress check must ensure this. Pace is calculated by dividing the total number of units the student has successfully completed by the total number of units they have attempted. The student support coach will inform the student that they cannot attempt more than 150% of the published program units.

****Note:** program length and program units should be adjusted on an individual basis for students with transfer units.

Progress Evaluation

Student progress based on both SAP requirements will be monitored at the end of each term (payment period). Students that fail to meet both qualitative and quantitative SAP requirements may be placed into one of the following statuses:

Financial Aid Warning

Students who do not meet both SAP requirements at the end of a term will be placed on Financial Aid Warning (FAID Warning). While on FAID Warning, the student will be eligible for Title IV aid. If the student meets SAP requirements at the end of the payment period, the warning status will be removed, and the student will continue to be eligible to receive financial aid. However, if the student does not meet SAP requirements at the subsequent checkpoint, they will no longer be eligible to receive Title IV financial aid. If applicable, the student support coach will notify the student that they may appeal to be placed on Financial Aid Probation (FAID Probation).

Financial Aid Probation

Students on FAID Warning who do not meet both SAP requirements at the end of the term may, under certain circumstances, appeal in writing to be placed on FAID Probation and maintain Title IV aid eligibility. If the student meets the requirements at the subsequent payment period checkpoint, the probation status will be removed, and the student will continue to be eligible for Title IV aid. However, if the student does not meet both requirements, his/her eligibility for Title IV aid will be terminated and he/she may be dropped from school.

Procedure:

The registrar will evaluate satisfactory progress for students at the end of each term. Both SAP standards are checked at each evaluation point:

- Qualitative: verify grade point averages for all students to determine which students are not maintaining a minimum 2.0 GPA.
- Quantitative: evaluate the student's incremental completion rate to ensure they are on pace to complete the program without exceeding 150% of the total program credits.

Financial Aid Warning

Students not meeting both SAP standards at the end of a term will be placed on FAID Warning. A student with this status is eligible for Title IV aid. This status must remain in Anthology until the next payment period checkpoint.

When a student is placed on FAID Warning the student support coach:

- Counsels the student and explains what the consequences are if he/she does not return to meeting SAP requirements.
- Discusses expectations with the student and may develop an action plan. The “Academic Probation/Academic Advisory Action Plan” may be used for this.
- Changes the student’s Anthology status to: Probation/FAID Warning

If the student meets the SAP requirements at the end of the subsequent term, the student support coach informs the student that he/she has met the requirements and will be removed from FAID Warning. The FAID Warning status in Anthology is removed. *Note: return to Attending status can only happen if the SAP concern was **only GPA**. If the student was placed on FAID Warning for **pace** (will not meet “incremental completion rate”) with or without the additional issue of GPA, this is not something that can be “met,” so the student will need to move to the appeal process for FAID Probation.*

If the student does not meet the SAP requirements at the end of the subsequent term, the student becomes ineligible to receive Title IV aid. The student’s Anthology status will be changed to Pending SAP Appeal. The vice president of student support may allow the student to appeal to be placed on FAID Probation and restore Title IV aid eligibility. *Note: if the student does not improve GPA to 2.0 and/or no longer can reach the “incremental completion rate” due to poor performance during this warning period, he/she may be dropped without opportunity for appeal at the vice president of student support’s discretion. If the student is not eligible or permitted to appeal, he/she is no longer eligible to receive Title IV aid and will be dropped from school for failure to maintain satisfactory academic progress.*

SAP Appeal Process

Students on FAID Warning that are not meeting SAP standards at the end of a term may be given the opportunity to appeal by the vice president of student support. Qualifying circumstances include death in the family, injury or illness, or other special circumstances.

The vice president of student support will notify the student in writing and the student will have two weeks to respond. *[the “SAP letter – appeal for probation” form may be used to facilitate this process]* The appeal must explain why the student failed to make satisfactory progress and what has changed that will allow him/her to make satisfactory progress at the next evaluation. The appeal will be evaluated and approved/denied by the dean.

- If the appeal is approved, the vice president of student support notifies the student and the registrar changes the student’s Anthology status to: FAID Probation.
- If the appeal is denied, the student will no longer be eligible to receive Title IV aid. Funds disbursed during the appeal period may need to be returned. At this time the vice president of student support will contact the student in writing to let him/her know that:
 - 1) his/her appeal has been denied,
 - 2) he/she is no longer eligible to receive Title IV aid, and
 - 3) he/she will be dropped from school for failure to maintain SAP.
- The registrar will change the student to a withdrawn status in Anthology (the reason for the withdrawal must indicate “not making satisfactory progress”).

Financial Aid Probation

A successful appeal, as outlined above, is required for a student to be placed on FAID Probation. While on FAID Probation, the student is eligible for Title IV aid. This status must remain in Anthology until the next payment period checkpoint.

When a student is placed on FAID Probation the vice president of student support will:

- Counsel the student and explain what the consequences are if he/she does not return to meeting SAP requirements.
- Discuss expectations with the student and may develop an action plan. [the “Academic Probation/Academic Advisory Action Plan” may be used for this].
- The FAID Probation status can be applied for a subsequent term without another appeal however an action plan is required.

If the student meets the SAP requirements at the end of the subsequent term, the vice president of student support will inform the student and the registrar will remove the FAID Probation status in Anthology.

If the student does not meet the SAP requirements:

- The student will no longer be eligible to receive Title IV aid.
- The vice president of student support will contact the student in writing to let him/her know that 1) he/she failed to meet the SAP requirements, 2) he/she is no longer eligible to receive Title IV aid, and 3) he/she will be withdrawn from school.
- The registrar will change the student to a withdrawn status in Anthology (the reason for the withdrawal must indicate “not making satisfactory progress”).

OR

- The vice president of student support may allow the student to remain on FAID Probation through an additional/final payment period with a final updated action plan.

Anthology Student Statuses

Anthology Status	Criteria
Probation/FAID Warning	<ul style="list-style-type: none"> • Student not maintaining SAP at a payment period checkpoint • Eligible for Title IV aid
Probation/FAID Probation	<ul style="list-style-type: none"> • Student not maintaining SAP at the payment period checkpoint directly following FAID Warning • Requires successful appeal • Eligible for Title IV aid

Satisfactory Academic Progress Policy - Traditional (Non-term Programs) (Academics)

Minimum Requirements

Satisfactory academic progress (SAP) consists of qualitative and quantitative measurements. While students are expected to maintain these standards, exceptions may be made as a result of extenuating circumstances. Students not meeting SAP standards, or granted an appeal, may be dropped from their program and/or lose eligibility for Title IV aid.

- Qualitative measurement (GPA): Students must maintain a minimum cumulative grade point average (GPA) of 2.0.
- Quantitative measurement (Pace): Students must complete the program without attempting more than 150% of the credits required for completion.

Qualitative Measure (GPA)

At the end of each grading cycle the dean verifies the GPA for all students to determine whether they are maintaining a minimum 2.0 GPA. An F grade is not considered passing and will not earn credit. Non-credit and remedial courses are not included in the computation of credits earned or GPA. If a student repeats a course in order to get a higher grade, only the higher grade will be used in the computation of GPA. Credits attempted and credits completed will accumulate each time the student takes the class. Transfer and challenge credits will be applied toward meeting graduation requirements and will be used in determining satisfactory progress, maximum program length, and eligibility for financial aid funds.

Summary of Credits Attempted, Credits Completed and Grade Point Average

[reference: Grading System policy]

	Credit Attempted	Credit Completed	GPA
Earned grades (A-D)	Yes	Yes	Yes
Earned grades (F)	Yes	No	Yes
Withdrawal (W)	Yes	No	No
Withdrawal Fail (WF)	Yes	No	Yes
Waiver (WV)	Yes	Yes	No
Credit from Prior Education (CR) Used for transfer credits or successful course challenges where there is an Campus-equivalent course.	No	No	No
Course Category Equivalent (CCE) Used for transfer credits where this is no Campus-equivalent course, or for credit from Advanced Placement (AP) exams.	No	No	No
Not Complete (NC)	No	No	No
Not Taken (NT)	No	No	No
Pass/No Pass	Yes	Yes	No
Class Restart	Yes	Yes	Yes

Quantitative Measure (Pace)

Students who are scheduled for a full course load based on the established program template and who successfully complete all units attempted within each term can expect to complete their program within the published program length. However, students who successfully complete less than the scheduled number of units in any given term will experience a delay in their graduation date. In general, students who are scheduled for a full course load and successfully complete a minimum of 67% (two thirds) of units attempted can expect to complete their program within the maximum timeframe as long as they successfully complete any rescheduled courses within subsequent terms.

Students who are consistently scheduled for 67% (two thirds) of the established course load, based on the program template, must successfully complete all units attempted in order to complete their program within the maximum time frame allowed. The dean will inform the student about the impact a partial schedule will have on his/her graduation date and will remind the student that he/she cannot exceed 150% of the published program length. **Note: Program length and program units should be adjusted on an individual basis for students with transfer units.

Make-up Time for Paul Mitchell Cosmetology and Barbering Students

Students who are enrolled in the Paul Mitchell Cosmetology and Barbering programs are permitted to make-up time for missed scheduled time related to an absence while the student is still scheduled in their current program. Students may make up time during any unscheduled time during the current scheduled program with prior approval and assigned make-up work from a Learning Leader. Students are not allowed to exceed 100-percent attendance or “bank hours” in advance of or in anticipation of an absence. All make-up time must be pre-approved by one of the following: School Director, Education Leader, or Future Professional Advisor. Students must complete a Future Professional Make-Up Request Form indicating the date, time, activity completed, and the name of the Learning Leader who supervised the make-up time.

Progress Evaluation

Student progress based on both SAP requirements will be monitored at the end of each grading cycle and a Title IV SAP evaluation will be conducted at the end of each payment period. Students that fail to meet both qualitative and quantitative SAP requirements may be placed into one of the following statuses:

SAP Warning

Students who do not meet both SAP requirements at the end of a grading cycle may be placed on SAP Warning at the discretion of the dean. SAP Warning allows the dean to counsel a student and outline expectations that will allow the student to again meet SAP standards. Students on SAP Warning are considered to be making satisfactory academic progress. Note that SAP Warning is not a required status. The dean may be aware of extenuating circumstances and have a reasonable expectation that the student will meet the minimum SAP standards in the following grading cycle, so will not place the student on SAP Warning. Conversely, the dean may use the SAP Warning status to continue to monitor a student that has recently regained satisfactory progress.

Financial Aid Warning

Students who do not meet both SAP requirements at a payment period checkpoint will be placed on Financial Aid Warning (FAID Warning). While on FAID Warning, the student is considered to be making satisfactory progress. If the student meets SAP requirements at the end of the payment period, the warning status will be removed and the student will continue to be eligible to receive financial aid. However, if the student does not meet SAP requirements at the checkpoint, they will no longer be eligible to receive Title IV financial aid. If applicable, the dean will notify the student that they may appeal to be placed on Financial Aid Probation (FAID Probation).

Financial Aid Probation

Students on FAID Warning who do not meet both SAP requirements at the next payment period checkpoint may, under certain circumstances, appeal in writing to be placed on FAID Probation and maintain Title IV aid eligibility. If the student meets the requirements at the subsequent payment period checkpoint, the probation status will be removed and the student will continue to be eligible for Title IV aid. However, if the student does not meet both requirements, his/her eligibility for Title IV aid may be terminated and he/she may be dropped from school.

Procedure:

Note: For Paul Mitchell future professionals, the Operations Leader will perform the responsibilities of the dean as outlined below.

The dean will evaluate satisfactory progress for students at the end of each grading cycle. For Paul Mitchell, a SAP evaluation takes place at the completion of 450 and 900 clock hours based on federal guidelines. Both SAP standards are checked at each evaluation point:

- Qualitative: verify grade point averages for all students to determine which students are not maintaining a minimum 2.0 GPA.
- Quantitative: evaluate the student's ability to complete the program prior to his/her maximum graduation date. The max grad date can be found in the schedule window of Anthology.
 - o The scheduled grad date will be adjusted during the student's enrollment based on the progress made each term and/or leave of absences taken by the student.
 - o The Max Grad date may need to be adjusted should a student take an approved leave of absence during their enrollment. Following any adjustment, the dean student should
 - o If the adjusted grad date will fall after the Max grad date, the dean will follow the steps as outlined below (SAP Warning, FAID Warning, FAID Probation).

SAP Warning

Students not meeting either of the SAP requirements at the end of a grading cycle may be placed on SAP Warning. A student with this status is considered to be making satisfactory academic progress and is eligible for Title IV aid.

When a student is placed on SAP Warning the dean:

- Counsels the student and explains what the consequences are if he/she does not return to meeting SAP requirements.
- Discusses expectations with the student and may develop an action plan. The "Academic Probation/Academic Advisory Action Plan" may be used for this.
- Changes the student's Anthology status to: SAP Warning

If at the end of a subsequent grading cycle the student meets both SAP standards, the SAP Warning status may be removed. The dean may choose to not to remove this status immediately in order to closely monitor the student's progress.

Financial Aid Warning

Students not meeting both SAP standards at a payment period checkpoint will be placed on FAID Warning. A student with this status is considered to be making satisfactory progress and is eligible for Title IV aid. This status must remain in Anthology until the next payment period checkpoint (excluding Leave of Absence).

Each week the Student Accounts Coordinator provides a list to the dean of Title IV students who have had funds disbursed after reaching a payment period checkpoint. The dean reviews the list and students who do not meet both SAP standards will be placed on FAID Warning. The Student Accounts Coordinator will also work with the dean to identify students that have reached a payment period checkpoint and have a GPA below 2.0. These students may also be placed on FAID Warning.

When a student is placed on FAID Warning the dean:

- Counsels the student and explains what the consequences are if he/she does not return to meeting SAP requirements.

- Discusses expectations with the student and may develop an action plan. The “Academic Probation/Academic Advisory Action Plan” may be used for this.
- In the event the student is already on SAP Warning, the dean may forgo meeting with the student and will send written notification.
- Changes the student’s Anthology status to: Probation/FAID Warning

At the next payment period checkpoint the student will again be on a list provided by the Student Accounts Coordinator.

If the student meets the SAP requirements at this time, the dean informs the student that he/she has met the requirements and will be removed from FAID Warning. The FAID Warning status in Anthology is removed. *Note: return to Attending status can only happen if the SAP concern was **only GPA**. If the student was placed on FAID Warning for **pace** (will not meet “max grad date”) with or without additional issue of GPA, this is not something that can be “met,” so the student will need to move to the appeal process for FAID Probation.*

If the student does not meet the SAP requirements at this time, the student becomes ineligible to receive Title IV financial aid. The dean may allow the student to appeal to be placed on FAID Probation and restore Title IV aid eligibility. *Note: if the student does not improve GPA to 2.0 and/or no longer can reach the new “expected grad date” due to poor performance during this warning period, he/she may be dropped without opportunity for appeal at the Dean’s discretion. If the student is not eligible or permitted to appeal, he/she is no longer eligible to receive Title IV aid and will be dropped from school for failure to maintain satisfactory academic progress. The dean will complete a status update to begin the process of dropping the student.*

SAP Appeal Process

Students on FAID Warning that are not meeting SAP standards at the next checkpoint (on a list from Student Accounts) may be given the opportunity to appeal by the dean. Qualifying circumstances include death in the family, injury or illness, or other special circumstances.

The dean will notify the student in writing and the student will have two weeks to respond. *[the “SAP letter – appeal for probation” form may be used to facilitate this process]* The appeal must explain why the student failed to make satisfactory progress and what has changed that will allow him/her to make satisfactory progress at the next evaluation. The appeal will be evaluated and approved/denied by the dean.

If the appeal is approved, the dean notifies the student and changes the student’s Anthology status to: Probation/FAID Probation.

If the appeal is denied the student will no longer be eligible to receive Title IV aid. Funds disbursed during the appeal period may need to be returned. At this time the dean will:

- Contact the student in writing to let him/her know that:
 - 1) his/her appeal has been denied,
 - 2) he/she is no longer eligible to receive financial aid, and
 - 3) he/she will be dropped from school for failure to maintain SAP.
- Complete a status update indicating that the student’s SAP appeal was not received or not approved. This will begin the process of dropping the student.

Financial Aid Probation

A successful appeal, as outlined above, is required for a student to be placed on FAID Probation. While on FAID Probation, the student is considered to be making satisfactory progress and will still receive financial aid. This status must remain in Anthology until the next payment period checkpoint (excluding Leave of Absence).

When a student is placed on FAID Probation the dean:

- Counsels the student and explains what the consequences are if he/she does not return to meeting SAP requirements.
- Discusses expectations with the student and may develop an action plan. [the “Academic Probation/Academic Advisory Action Plan” may be used for this].
- The FAID Probation status can be applied for a subsequent term without another appeal however an action plan is required.

At the next payment period checkpoint (unless the program has been completed) the student will again be on a list provided by the Student Accounts Coordinator.

If the student meets the SAP requirements at this time the dean will inform the student and will remove the FAID Probation status in Anthology.

If the student does not meet the SAP requirements:

- The student will no longer be eligible to receive Title IV financial aid.
- The dean will contact the student in writing to let him/her know that:
 - 1) he/she failed to meet the SAP requirements,
 - 2) he/she is no longer eligible to receive financial aid, and
 - 3) he/she will be dropped from school for failure to maintain satisfactory academic progress.
- The dean will complete a status update to begin the process of dropping the student.

OR

- The dean may allow the student to remain on FAID Probation through an additional/final payment period with a final updated action plan.

Anthology Student Statuses

Anthology Status	Criteria
SAP Warning	<ul style="list-style-type: none"> • Student not maintaining SAP. • Used by the dean to monitor student progress and counsel student accordingly. • Eligible for Title IV aid
Probation/FAID Warning	<ul style="list-style-type: none"> • Student not maintaining SAP at a payment period checkpoint. • Eligible for Title IV aid
Probation/FAID Probation	<ul style="list-style-type: none"> • Student not maintaining SAP at the payment period checkpoint directly following FAID Warning • Requires successful appeal. • Eligible for Title IV aid

General:


Statement of Nondiscrimination

Campus is committed to providing a work and school environment free of unlawful harassment or discrimination. School policy prohibits harassment or discrimination based on race, religion, creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical conditions), military or veteran

status, physical or mental disability, medical condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information or any other basis protected by the federal, state or local law.

In accordance with Title IX of the Education Amendments of 1972, the College strictly prohibits sexual harassment and sexual violence. Sexual harassment is defined as unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment is conduct that explicitly or implicitly affects a person's employment or education or interferes with a person's work or educational performance or creates an environment such that a reasonable person would find the conduct intimidating, hostile or offensive. Sexual violence is defined as physical sexual acts engaged in without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

The College complies with and carries out its responsibilities to prevent discrimination (including sexual harassment and sexual violence) in accordance with applicable federal, state or local laws, ordinances or regulations, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, and the Vietnam Era Veterans Readjustment Assistance Act.

The complete Student and Employee Anti-Harassment and Discrimination policy ("Title IX Policy") which includes descriptions of the types of conduct it covers, may be found online at:  4.04 - Anti-Harassment and Discrimination (Title IX) Policy (01.15.2025).pdf The Title IX Policy is fully incorporated into the Campus Catalog herein by reference.

If any student wishes to file a complaint covered by the above-stated regulations, he/she must follow the grievance procedures of the College. The College investigates all complaints in a thorough, impartial and timely manner, including those of discrimination on the basis of sex (including sexual assault and harassment). The College takes prompt and equitable action to investigate and address any reports or complaints that come to the attention of school personnel, either formally or informally. If an allegation is determined to be credible, the College takes immediate steps to eliminate the harassment, prevent its recurrence, and address its effects as appropriate.

Title IX or affirmative action-related questions or complaints may be directed to the Title IX Coordinator

Ryan Ortel, Director of Compliance ryan.ortel@campus.edu 984-298-2156

Questions may also be directed to the U.S. Department of Education's Office for Civil Rights (<https://ocrcas.ed.gov/contact-ocr>).

Student and Employee Anti-Harassment and Discrimination Policy

Campus is committed to providing a work and school environment free of unlawful harassment and discrimination. In furtherance of this commitment, Campus provides regular training to students and employees to promote an awareness of these unacceptable behaviors and to ensure that students and employees are aware of their rights and responsibilities. Incoming students participate in a presentation and receive a handout as part of their new student orientation; new employees receive and discuss information during their new hire orientation; and existing employees are required to review a campus safety handout geared toward sexual harassment, violence and discrimination prevention in conjunction with their annual performance reviews. School policy prohibits harassment or discrimination based on race, religion, creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical conditions), military or veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information or any other basis protected by the federal, state or local law. Additionally, in accordance with Title IX of the Education Amendments of 1972, the College prohibits discrimination based on

sex, which includes sexual harassment and sexual violence, and the College has jurisdiction over Title IX complaints.

Campus's anti-harassment policy applies to all persons involved in the operation of the College and prohibits unlawful harassment by any employee of the College, as well as students, customers, third parties, vendors or anyone who does business with the College. It further extends to prohibit unlawful harassment by or against students. Any employee, student or contract worker who violates this policy will be subject to disciplinary action. To the extent a customer, vendor or other person with whom the College does business engages in unlawful harassment or discrimination, the College will take appropriate corrective action. The grievance procedure provides that complaints may be filed for discrimination in any academic, educational, extracurricular, or other programs operated or sponsored by, or related to, the College, whether the programs take place on campus, during a school-sponsored field trip, or other off-campus events.

As part of Campus's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to the College community through publications, the Campus website, new employee orientations, student orientations, and other appropriate channels of communication. Campus will provide training to key staff members to enable the College to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. The College will respond quickly to all reports, and will take appropriate action to prevent, to correct, and if necessary, to discipline behavior that violates this policy.

As noted above, the complete Title IX Policy which is incorporated into this Catalog by reference can be found online at: <https://campus.edu/disclosures>

Student Code of Conduct Policy

SECTION 1: SCOPE AND PURPOSE

Campus is committed to fostering an inclusive, respectful, and academically focused environment where all members of the community can thrive. Students are expected to uphold the values of integrity, responsibility, and respect for others, both inside and outside the classroom. The Student Code of Conduct ("Code") establishes the standards of behavior required of all students and student groups and outlines the consequences for violations of these standards. This Code applies to all students and student groups, regardless of whether the college is in session, ensuring a consistent framework for promoting accountability and mutual respect.

SECTION 2: RATIONALE

The Student Code of Conduct reflects the institution's dedication to creating an environment that supports personal, academic, and professional growth while maintaining its educational mission. The Code sets clear behavioral expectations that align with the college's values and fosters a culture of integrity, inclusivity, and responsibility. The student conduct process is designed to be educational, emphasizing personal development and self-accountability, while also safeguarding the safety and well-being of the broader Campus community and preserving the distinct learning environment essential to academic success.

SECTION 3: DEFINITIONS

1. Academic Dishonesty: Any form of cheating, plagiarism, fabrication, or unauthorized collaboration, such as submitting another's work as your own, using unauthorized materials on exams, or falsifying data or sources. Using AI to produce ideas, answers, or content for submission as original work is prohibited, as is resubmitting work previously submitted for another course or assignment.
2. Assault: Any intentional act that causes physical harm or fear of physical harm to another individual. This includes physical attacks, threats of violence, or unwanted physical contact.

3. Bullying: Repeated aggressive behavior, whether physical, verbal, or electronic, intended to intimidate, harm, or control another individual.
4. Cheating: Using or attempting to use unauthorized materials, information, or devices in any academic exercise, or engaging in fraudulent behavior to gain academic advantage.
5. Consent: A clear, voluntary, and mutual agreement to engage in specific actions or behavior. Consent must be informed and freely given and can be withdrawn at any time.
6. Cyberbullying: The use of digital platforms, such as social media, email, or messaging, to harass, intimidate, or harm another individual.
7. Discrimination: Treating individuals or groups unfairly based on characteristics such as race, gender, religion, age, disability, or sexual orientation, in a way that adversely affects their rights or opportunities.
8. Disruptive Behavior: Actions that interfere with teaching, learning, or the orderly functioning of the college community.
9. Expulsion: Permanent dismissal of a student from the college.
10. Harassment: Any unwelcome behavior, action, or communication directed at an individual or group that creates an intimidating, hostile, degrading, or offensive environment. It can be verbal, physical, or psychological, and may involve repeated incidents or a single, severe action.
11. Sanctions: Disciplinary measures imposed on students or organizations found responsible for violating this Code, which may include warnings, probation, suspension, expulsion, or other educational consequences.
12. Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature that interferes with an individual's work or academic environment.
13. Sexual Misconduct: Any inappropriate behavior of a sexual nature, including sexual harassment, sexual assault, or non-consensual sexual activity.
14. Student: Any person who has been admitted to the College, signed an enrollment agreement, and completed orientation with the College. A student's status remains in effect until the individual either graduates, is permanently dismissed, or formally withdraws.
15. Student Conduct Process: The procedures by which alleged violations of this Code are investigated, adjudicated, and resolved by the college.
16. Student Group: Any group of students formally recognized by the college as an official organization, club, or association.
17. Suspension: Temporary removal of a student from the college for a defined period.
18. Theft: The unauthorized taking, possession, or use of property or services belonging to the college or others.
19. Vandalism: The intentional destruction or defacement of college property or the property of others.
20. Violence: Any act that causes physical harm to another individual, including threats of violence or aggressive behavior.
21. Weapons: The possession, use, or distribution of firearms, explosives, knives, or other dangerous weapons on campus, unless specifically authorized by the college.

SECTION 4: PROCEDURES

1. Rules of Conduct - The behavioral expectations outlined herein should be interpreted broadly and are not intended to define misconduct in exhaustive terms. The College reserves the right to determine whether behavior constitutes disruptive conduct on a case-by-case basis.
 - a. Academic Dishonesty
 - i. Cheating, plagiarism, unauthorized collaboration, or any form of academic fraud.
 - ii. Fabricating or falsifying information or data in assignments, exams, or research.
 - b. Disruptive Behavior

- i. Disrupting academic or campus activities, including classes, meetings, and events.
 - ii. Engaging in disorderly conduct, excessive communication outreach, or other behavior that interferes with the learning and staff environment.
 - iii. Students are expected to behave in an appropriate manner and treat other students and College faculty, staff, and administrators with respect at all times.
 - iv. The use of profanity, lewd, or inappropriate language in any communication.
 - v. The use of vaping devices, including e-cigarettes, is strictly prohibited on campus grounds, during school-sponsored activities, and in any virtual learning environments.
- c. Dress Code
 - i. Students are expected to dress appropriately for all virtual and in-person classes, maintaining attire that is respectful, non-distracting, and suitable for an academic environment.
- d. Endangering Health or Safety
 - i. Engaging in actions that jeopardize the health or safety of oneself or others, including reckless behavior and unsafe activities.
- e. Failure to Comply with College Officials
 - i. Refusing to comply with, or behaving defiantly in response to, the directions of college officials, campus security, or law enforcement officers acting in the performance of their duties.
- f. Falsification of Records or Information
 - i. Providing false information, misrepresenting identity, or altering official college documents or records.
- g. Harassment, Discrimination, and Bullying
 - i. Engaging in any form of harassment or discrimination.
 - ii. Participating in verbal, physical, or online bullying, including cyberbullying.
- h. Sexual Misconduct
 - i. Engaging in any form of sexual harassment, sexual assault, non-consensual sexual activity, or inappropriate sexual behavior.
 - ii. Violating consent or coercing others into sexual activity.
- i. Solicitation
 - i. Solicitation of money or services, in any form, is strictly prohibited.
 - ii. This includes requesting financial contributions, promoting personal business ventures, offering paid services, or sharing links that solicit funds or promote financial transactions through any platform.
 - iii. Activities such as fundraising, product sales, or service promotions, are not allowed.
- j. Substance Abuse: Drugs and Alcohol
 - i. Possession, use, distribution, or sale of illegal drugs or controlled substances.
 - ii. Unauthorized possession, use, or distribution of alcohol on campus, except in approved settings.
 - iii. The Chancellor or President may make an exception regarding alcohol for College-sponsored events by granting prior consent. All laws relating to the sale, purchase, and distribution of alcohol must be observed, including age limits.
- k. Technology Misuse
 - i. Failure to comply with the Technology Agreement.
- l. Theft and Unauthorized Use
 - i. Stealing or attempting to steal college property or the property of others.
 - ii. Unauthorized use of college resources, such as equipment, or technology.

- m. Unauthorized Access
 - i. Entering restricted areas of the campus without permission.
 - ii. Accessing or attempting to access buildings, rooms, or facilities that are locked or otherwise off-limits.
- n. Vandalism and Property Damage
 - i. Defacing, damaging, or destroying college property or the property of others.
 - ii. Engaging in graffiti or other forms of property destruction.
- o. Violation of College Policies, Rules, or Regulations
 - i. Failure to comply with, or behaving defiantly in response to, college terms of use, policies, rules, or regulations.
- p. Violence and Threats
 - i. Engaging in or threatening violence, assault, or intimidation of any kind.
 - ii. Creating or contributing to an unsafe or hostile environment.
- q. Violation of Local, State, or Federal Law
 - i. Committing any act that violates the laws of the local jurisdiction, state, or federal government.
- r. Weapons Possession
 - i. Possession, use, or distribution of firearms, explosives, knives, or any other dangerous weapons or devices on campus.
- 2. Application of this Code
 - a. Expectation of Students
 - i. The Code applies to all students, including full-time and part-time students, and students participating in on-campus, online, or off-campus programs and activities. This code also governs student behavior at college-sponsored events, internships, and any other situation where a student is representing the institution.
 - ii. Section 6 of this Code shall not apply to students who have been admitted to the College or signed an enrollment agreement but not yet attended any classes after the applicable provisional drop period of their first term. Such students shall be subject to the procedure plan set forth in Section 7.
 - b. Violations and Disciplinary Action
 - i. All students are expected to uphold the values and standards of the college community, both on and off campus, ensuring their actions reflect positively on themselves and the institution. Violations of this Code, whether occurring on college premises or during college-related activities, may result in disciplinary action in accordance with our policies. This includes social media posts, videos, and other online content.
 - c. Agreement to Abide by the Code
 - i. By being admitted to the College or signing the Campus enrollment agreement, students agree to abide by the standards and policies outlined in this Code.
- 3. Procedure Plan for Enforcing Code Violations
 - a. Overview
 - i. This procedure plan outlines the steps for addressing violations of this Code.
 - b. Reporting Violations
 - i. Whenever feasible, minor instances of alleged prohibited conduct should be resolved by the Campus employee directly involved with the activity or event in which the alleged violation occurred.
 - c. Incident Reporting
 - i. Anyone can report an instance of alleged prohibited conduct.

- ii. College employees should notify the student involved in the prohibited conduct with the aim of informally addressing the policy violation prior to escalating the issue.
- iii. Students may report Code violations in the Code of Conduct Violation & Well Being form: <https://campusteaching.typeform.com/conductreport>
 - 1. Conduct violation reports should be submitted as promptly after the violation occurs, ideally within 48 hours. Violation reports must be submitted within (60) days of the incident to be eligible for investigation.
 - 2. This form can be accessed via Campuswire and associated Campus websites as well as found in the student and faculty handbooks. Students may also reach out to their student support coaches and administrators to request to make a report.
- d. Leader Escalation
 - i. If Campus employees cannot achieve an informal resolution, they must notify their direct leader and the Code of Conduct Committee at codeofconduct@campus.edu.
- e. Code of Conduct Committee Assessment
 - i. Review of Report
 - 1. The Code of Conduct Committee will review the submitted report within (2) business days to determine if it falls under the jurisdiction of the Code of Conduct.
 - 2. If the allegation is valid, and informal resolution pathways were not successful, the Code of Conduct Committee will conduct a further investigation.
- f. Notification
 - i. Notification of Allegation
 - 1. The accused student will receive written notification by the Code of Conduct Committee, or designee, of the alleged violation.
 - 2. The notification will include the policy(s) violated based on the alleged misconduct.
 - ii. Allegation Response
 - 1. The accused student will have (2) calendar days to respond to the alleged misconduct and to provide any evidence for review.
- g. Investigating Reports
 - i. Code of Conduct Committee Review
 - 1. Once a conduct violation report is assessed, it will be further investigated.
 - 2. The investigation is conducted objectively and impartially. This may take several days to complete, depending on the complexity of the case and the availability of witnesses and evidence.
- h. Conduct Hearing (as necessary)
 - i. A hearing may be scheduled and conducted by the Code of Conduct Committee if further investigation is necessary. If a hearing is not needed, the Code of Conduct Committee will proceed directly to the Decision and Sanctions step.
 - 1. Scheduling the Hearing
 - a. A hearing will be scheduled within (10) business days after the notification has been sent. Both the reporting party and the accused student will be informed of the date and time.
 - 2. Hearing Committee
 - a. A hearing committee will be composed of faculty and/or staff to review the case.
 - 3. Hearing Process

- a. During the hearing, both parties will have the opportunity to present evidence, call witnesses, and make statements.
 - b. The hearing will be conducted in a fair and impartial manner, ensuring that both parties have equal opportunities to present their cases.
 - i. Decision and Sanctions
 - i. Determination of Responsibility
 - 1. After reviewing all evidence and testimonies, the Code of Conduct Committee will deliberate and determine whether the accused student is responsible for the alleged violation(s).
 - 2. Sanctions
 - a. If the student is found responsible, appropriate sanctions will be determined based on the severity of the violation, any previous conduct history, potential of future misconduct, and relevant mitigating or aggravating circumstances.
 - b. Sanctions may include warnings, probation, suspension, expulsion, educational assignments, or other measures deemed appropriate.
 - ii. Notification of Outcome
 - 1. All parties will receive written notification of the Code of Conduct Committee's decision, and any sanctions imposed, within (2) business days after the decision has been made.
 - j. Record Keeping
 - i. All proceedings and records related to the conduct process will become part of the student's official academic record and, upon request, will be made available to all Campus boards and any appropriate regulatory bodies.
 - ii. All actions will be carried out in full compliance with the Family Educational Rights and Privacy Act (FERPA), ensuring the protection of student privacy and the confidentiality of educational records.
 - k. Egregious Violations
 - i. Egregious Code violations refer to severe breaches of the rules that typically pose harm or risk to individuals, the college community, or the institution's reputation, to be determined at the sole discretion of the President or Chancellor.
 - ii. The Chancellor and President retain the authority to sanction students, which may include permanent dismissal or suspension, for egregious violations of this Code.
- 4. Abbreviated Procedure Plan for Enforcing Code Violations
 - a. Overview & Procedure
 - i. This procedure plan outlines the process for addressing violations of this Code for students who have been admitted to the College or signed an enrollment agreement but not yet attended any classes beyond the provisional drop period of their first term.
 - ii. For alleged violations of this Code by such students, the Chancellor or President may, in consultation with relevant school officials, conduct an abbreviated investigation and determine if this Code has been violated and sanction such students accordingly, including, but not limited to, suspension or permanent dismissal.

Accommodation for Disability Policy

SECTION 1: SCOPE AND PURPOSE

The Rehabilitation Act stipulates that no qualified individual with a disability shall be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity that receives Federal financial assistance, including colleges, universities, and public higher education systems. Students are not charged additional fees for disability accommodations, and the college may utilize external service agencies to provide these accommodations as needed.

Section 504 of the Rehabilitation Act of 1973 mandates that all services, benefits, and programs offered by the college must be accessible to students with documented disabilities. This law serves as a guiding framework but does not address every possible situation. It is important for all parties to recognize that accommodations may vary, and the appropriateness of services can differ depending on the situation.

Section 504 also requires the college to have a published grievance procedure to ensure disputes are handled impartially and efficiently.

SECTION 2: RATIONALE

This policy outlines Campus's legal obligations to provide disability accommodations and provides clear guidance on how to request accommodations or appeal accommodation decisions.

SECTION 3: DEFINITIONS

Accommodations Provided by External Service Agencies: Examples of accommodations include but are not limited to the following: sign language interpreters, mobility services, and real-time captionists.

Individual with a Disability: Per the ADA, "Any individual with a disability who: (1) has a physical or mental impairment that substantially limits one or more major life activities; or (2) has a record (or past history) of such an impairment, or (3) is regarded as having such an impairment."

Major life activities: The ADA defines major life activities as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. Under the ADA Amendments Acts of 2008, major life activities have been expanded to include major bodily functions. These are functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Reasonable accommodations: A reasonable accommodation is a modification or adjustment to a course, program, service, or activity that enables a qualified student with a disability to have an equal opportunity to access and use the available benefits, privileges, and services to similarly-situated students without disabilities.

SECTION 4: PROCEDURES

1. Requesting Disability Accommodations

- a. To ensure a transparent and fair process, Campus has established the following steps and documentation guidelines for students seeking accommodations:

- i. Request Disability Accommodations

1. Students must complete and submit the Student Disability Accommodation Request Form to ADA@campus.edu.

- ii. Provide Documentation

1. Students must provide documentation of their disability from a qualified professional, such as a medical doctor, psychologist, or psychiatrist.

2. The Student Medical Evaluation Report form should be completed by a licensed medical or mental health professional who is not related to the student.
 3. Documentation should come from a professional familiar with the student's condition.
- iii. Attend an Intake Appointment
1. Once the request form and medical documentation are received, an Accommodation Coordinator will contact the student to discuss appropriate accommodations.
 2. Determination of Accommodation
 - a. Each accommodation request is evaluated on a case-by-case basis, taking into account the following factors:
 - i. Nature and Extent of the Disability: Type, severity, and impact on major life activities, based on documentation from a healthcare professional.
 - ii. Impact on Academic Performance: How the disability affects the student's ability to participate in academic programs and activities.
 - iii. Essential Course or Program Requirements: Ensuring accommodations do not alter core academic components or standards.
 - iv. Student's History of Accommodations: Previous accommodations at other institutions, while considered, are not automatically granted.
 - v. Feasibility and Reasonableness: This assessment determines if the requested accommodations are practical, whether they impose undue hardship on the institution, or if they fundamentally alter the nature of the program. Accommodations aim to provide access and participation without compromising essential requirements. Students remain responsible for meeting all program, course, service, or activity standards and are expected to adhere to the College's policies, behavior standards, and instructions from faculty, staff, and administrators.
 - vi. Input from Faculty and Staff: Faculty may provide input on how accommodations could affect course delivery and instructional goals.
 - vii. Student Preferences: While not the sole factor, student preferences are considered to ensure comfort and effectiveness.
 - viii. Availability of Alternative Accommodations: If a requested accommodation is not feasible, the college explores comparable alternatives.
 - b. Receive a Letter of Eligibility for Accommodation
 - i. Upon approval, students receive a Letter of Eligibility for Accommodation detailing the granted accommodations.
 - c. Share the Letter
 - i. At the start of each course, students must provide the Letter of Eligibility for Accommodation to their instructor(s).
 3. Decision Appeal Process

- a. If a student wishes to appeal the decision made by the Accommodations Coordinator, they must submit a formal request to the President within (7) calendar days of being notified of the decision. The appeal process includes the following steps:
 - i. Submit a Written Appeal
 - 1. The student must submit a written appeal detailing specific objections to the decision and providing any relevant supporting materials. The appeal should include:
 - 2. A summary of the original accommodation request, including the decisions and actions taken.
 - 3. A detailed statement of the circumstances, with any documentation related to the complaint.
 - 4. An explanation of the reasons for disagreement with the Accommodations Coordinator's decision.
 - 5. The desired outcome or resolution the student is seeking.
 - ii. Notification of Appeal Process
 - 1. Within (7) calendar days of receiving the appeal, the President will notify the student, the Director of Student Affairs, and the Vice President of Academic Operations that a college-level review process has been initiated.
 - iii. Review and Investigation
 - 1. The President will review all relevant evidence, records of previous discussions, and deliberations. If necessary, an independent investigation may be conducted to gather further information on the evidence and circumstances of the case.
 - iv. Decision and Notification
 - 1. Upon completion of the review, the President will make a decision and communicate the outcome to the student, all involved parties, and any other relevant individuals.
 - 2. The President may elect to use a designee to inform all involved parties of the decision.
 - v. Record Keeping A comprehensive report of the incident, appeal, and all related materials will be maintained in the Accommodations Coordinator's records and, upon request, made available to Campus boards and appropriate regulatory bodies.
 - vi. Timeframe and Finality
 - 1. The college-level review process duration will depend on the complexity of the case, but it will not exceed (30) calendar days. The President's decision is final and binding.
 - vii. This process ensures that appeals are handled systematically, fairly, and transparently while maintaining thorough documentation for accountability and compliance purposes.
- 4. Responsibility for Attendant Care Services
 - a. An otherwise qualified student who requires attendant care services is responsible for arranging and covering the costs of these services

independently. The College does not coordinate or assume financial responsibility for attendant care services.

5. Limitations on Accommodations and Admission

- a. The College is not obligated to provide accommodations, admit, or continue enrollment for an individual with a disability in any program, course, service, or educational opportunity under the following conditions:
 - i. Impact on Educational Standards or Mission: The accommodation would significantly compromise the educational standards or mission of the College.
 - ii. Fundamental Alteration: The accommodation would fundamentally alter the nature of the program, course, service, or activity.
 - iii. Qualification Standards: The student, with or without accommodations, does not meet the academic and technical standards required for admission or participation.
 - iv. Irreducible Effects of Disability: The disability's effects cannot be mitigated through reasonable accommodations.
 - v. Inability to Complete Program Requirements: The individual would be unable to complete the program, course, service, or activity, even with reasonable accommodations.
 - vi. Undue Hardship: The accommodations would impose undue financial or administrative hardship on the institution.
 - vii. Direct Threat to Health or Safety: The individual poses a direct threat to the health or safety of themselves or others.

6. Disclosure

- a. The Department of Labor's equal opportunity regulations 29 CFR Part 37.37 (b)(2), require the collection and retention of demographic information about individuals participating in programs or activities funded by the department, such as race, ethnicity, age, gender and disability status. Services cannot be denied to students who decline to indicate their disability status. Requesting this information is not in conflict with the Rehabilitation Act as long as there is no evidence of denial of services as a result of providing the information, or of a student declining to identify a disability.

Policy Exceptions Policy

SECTION 1: SCOPE AND PURPOSE

Campus expects all academic administrators, faculty, staff, and students to comply with institutional policies and academic requirements. This policy establishes the process and criteria for requesting, reviewing, and granting exceptions to institutional policies, procedures, and requirements. It ensures that exceptions are considered and granted consistently, fairly, and transparently while upholding the integrity of institutional policies and maintaining alignment with the college's mission and values.

SECTION 2: RATIONALE

Adherence to institutional policies and requirements is fundamental to operational integrity and academic excellence. However, Campus recognizes that unique circumstances or issues may occasionally arise,

warranting the review and potential granting of exceptions to institutional policies. This policy provides a framework for handling such requests consistently and equitably. It applies to all academic administrators, faculty, staff, and students seeking an exception to any institutional policy, procedure, or requirement.

SECTION 3: DEFINITIONS

1. **President's Designee:** An individual designated by the president to act on their behalf.
2. **Exceptions:** Requests for exemptions from compliance with a policy, procedure, or requirement. Exceptions may include appeals, deferrals, extensions, or variations to the stated policy.
3. **Policy:** The term "policy" encompasses institutional policies, procedures, and practices, including the formal policy statement.

SECTION 4: PROCEDURES

1. Overview

- If a policy and/or procedure does not explicitly outline exceptions or appeals, compliance with the policy as written is required.
- Policies or procedures from which Campus will not allow exceptions are identified in the policies and/or procedures themselves.

2. Policy Exceptions

- All policy exception requests are reviewed and approved on an individual, case-by-case basis.
- In many cases, policies and/or procedures include specific guidelines for requesting exceptions. When applicable, the instructions for submitting an exception request can be found within the respective policy and/or procedure.
- For policies that do not explicitly outline an exception process, requests may be submitted following the procedures detailed in Section 4.

3. Exception Criteria

- Policy exceptions may be granted if one or more of the following criteria are met:
 - **Unforeseen or Extraordinary Circumstances:** The request is justified by circumstances beyond the individual's control, such as medical emergencies or natural disasters.
 - **Compliance with Legal or Accreditation Standards:** The exception is necessary to align with legal, regulatory, or accreditation requirements.
 - **Undue Hardship:** Strict adherence to the policy would result in significant hardship for an individual, group, or department, and granting the exception does not compromise institutional priorities.

4. Initiation of Request

- Any student or Director-level and above employee may request an exception by submitting a formal written request using the Policy Exception Request Form.
- The request must include:
 - The specific policy, procedure, or requirement for which the exception is being requested.
 - A detailed explanation of the circumstances justifying the exception.
 - Any relevant supporting documentation to substantiate the request.

Review/Resolution

- The Policy Owner or their designated representative is responsible for evaluating and making policy exception decisions unless otherwise specified in the relevant policy or procedure.

- The Policy Owner or designee will:
 - Review the request based on established criteria.
 - Consult relevant stakeholders as needed to ensure a thorough evaluation.

Approval or Denial

- The final decision will be communicated in writing to the requester as soon as reasonably practicable.
- If approved, the notification will outline the scope and duration of the exception.
- If denied, the notification will include a rationale for the decision.
- All exception decisions are final and not subject to further appeal.

Policy Impact

- Approved exceptions do not set a precedent for future exceptions or policy modifications. Each request is evaluated independently based on its specific circumstances.
- If a pattern of recurring exceptions emerges, the Policy Committee and policy owners will review and assess the policy to determine whether revisions or updates are warranted.

Academic:

Academic Honesty

All students must conform to the principles and standards of academic honesty as upheld by the college. Academic cheating or plagiarism is cause for formal discipline and is justification for an instructor to assign a failing grade or, in some cases, recommend dismissal from the college. All incidents of cheating will result in a notification to the appropriate dean and department chair. Documentation will be placed in the student's academic file.

Camera Use Policy

SECTION 1: SCOPE AND PURPOSE

This policy applies to all students enrolled in synchronous, live online courses at Campus. This policy aims to establish clear expectations regarding camera use during live class sessions to enhance engagement, collaboration, and learning outcomes. Faculty, teaching assistants (TAs), and student support staff are responsible for reinforcing and implementing this policy.

SECTION 2: RATIONALE

Cameras during live, synchronous classes are essential for fostering an interactive and engaging learning environment. A visual presence enhances communication, encourages participation, and helps instructors assess student understanding.

SECTION 3: DEFINITIONS

1. Cameras-On Community: Students are expected to keep their cameras on during class to encourage engagement.
2. Instructor: A faculty member responsible for teaching and facilitating online courses.
3. Synchronous Online Courses: Live, real-time virtual classes where students and instructors interact simultaneously.
4. Student Support Coach: A designated staff member who assists students with accommodations and other academic concerns.
5. Teaching Assistant (TA): A support role assisting instructors with course management and student engagement.

SECTION 4: PROCEDURES

1. Camera Use Expectations
 - a. The institution is a cameras-on learning community. Students are expected to have cameras on while attending live synchronous classes unless they have obtained an approved exemption via the ADA office.
 - b. The expectation for camera use is introduced during orientation and outlined in the student handbook.
 - c. Active camera participation fosters a sense of presence, real-time engagement, and meaningful interaction in the virtual classroom environment.
2. Accommodations & Exceptions
 - a. The institution recognizes that some students may have personal circumstances that prevent them from consistently using their cameras. Students seeking an exemption must submit an ADA request to Student Affairs.
3. Faculty & Support Staff Responsibilities
 - a. Instructors must create a welcoming and inclusive learning environment where students feel encouraged to turn on their cameras.
 - b. If students without an approved exemption repeatedly attend class with their cameras off, the instructors may notify the Student Support Coach for follow-up. c. The Student Support Coach will work with the student to identify challenges, provide support, and ensure compliance with the policy.

Dress Code Policy

SECTION 1: SCOPE AND PURPOSE

This policy applies to all Campus students and future professionals across all programs and disciplines. It establishes guidelines for appropriate dress and professional conduct while on campus, ensuring that students are prepared to transition into their respective industries. Some programs may have specific dress code requirements based on safety, professional standards, or regulatory guidelines, which will be communicated as needed.

SECTION 2: RATIONALE

Graduates of Campus will enter diverse professional environments, each with unique expectations regarding attire and conduct. For example, cosmetology fosters a creative and expressive work culture, while the legal field maintains formal and traditional standards, and healthcare settings enforce specific dress codes for safety and hygiene. To support student professionalism and readiness, all students are expected to exercise good judgment by dressing in a manner that is neat, clean, modest, and non-offensive while on campus.

SECTION 3: DEFINITIONS

1. Offensive graphics: refers to images, symbols, or designs on clothing that are inappropriate, discriminatory, or disruptive to a respectful learning environment. These may include, but are not limited to:
 - a. Hate Speech & Symbols – Imagery or text associated with racism, sexism, homophobia, xenophobia, antisemitism, or other forms of discrimination (e.g., swastikas, Confederate flags, or extremist group logos).
 - b. Violence & Gore – Depictions of physical harm, weapons, or excessive violence that may create discomfort or distress.

- c. Explicit or Sexual Content – Nudity, pornography, sexual innuendos, or lewd imagery.
 - d. Profanity & Derogatory Language – Words or phrases that are vulgar, slurs, or otherwise offensive.
 - e. Drug & Alcohol References – Graphics promoting illegal substances, excessive alcohol use, or drug paraphernalia.
 - f. Harassing or Defamatory Content – Imagery or text that targets individuals, groups, or communities in a harmful or slanderous way.
2. Good hygiene: refers to maintaining personal cleanliness and grooming habits that promote health, comfort, and professionalism in a shared environment. These may include, but are not limited to:
- a. Personal Cleanliness – Regular bathing or showering to keep the body clean and free of odors.
 - b. Clean Clothing – Wearing freshly laundered clothing that is free from stains, excessive wrinkles, and strong odors.
 - c. Appropriate Use of Deodorant – Using deodorant or antiperspirant to minimize body odor.
 - d. Hair Care – Keeping hair clean, well-groomed, and neatly maintained.

SECTION 4: PROCEDURES

1. General Campus Dress Code
- a. All Campus students, including online students, are expected to adhere to the general dress code.
 - b. All clothing must be appropriate for external wear; garments designed as undergarments should not be worn as outerwear.
 - c. Clothing displaying offensive graphics is strictly prohibited.
 - d. Sunglass accessories should not be worn during class.
 - e. Individual academic programs may establish additional dress code requirements based on course content or professional standards.
2. In-Person Campus Events and Facilities
- a. Students are expected to maintain good personal hygiene to support a professional and respectful learning environment.
 - b. All clothing must be clean, well-maintained, and free of strong odors.
 - c. The following attire is not permitted on the Sacramento campus:
 - i. Sleepwear, including pajama pants, robes, and loungewear.
 - ii. Slippers or footwear designed for indoor use only.
3. Paul Mitchell Future Professional Dress Code
- a. In addition to the General Campus Dress Code, the following guidelines apply to Paul Mitchell Future Professionals to maintain a professional image.
 - b. Professional Attire
 - i. Clothing Color Guidelines:
 - 1. Future Professionals must wear black or gray in any combination.
 - 2. Phase Two Future Professionals may wear black, white, and gray in any combination.
 - ii. Clothing Standards:
 - 1. Attire should be modest, well-fitting, and project a professional image.
 - 2. Rips in pants must be at or below the knee.
 - iii. Footwear:
 - 1. Shoes must be black or white, professional, practical, and comfortable.
 - 2. Sandals must have a back strap.
 - 3. Phase Two Future Professionals may wear colored shoes.

- iv. Identification:
 - 1. All Future Professionals must wear their name tag and PMTS Campus-provided lanyard while in attendance.
- v. Skirts & Dresses:
 - 1. Must fall below the fingertips when standing.
 - 2. Tights must be worn with skirts or dresses that meet the length requirement.
- vi. Headwear:
 - 1. Stylish hats, scarves, head wraps, beanies, and baseball hats may be worn but must only display Paul Mitchell branding—no other logos are permitted.
- c. Unprofessional Attire
 - i. The following items are not permitted on campus, in classrooms, or on the clinic floor:
 - 1. Inappropriate Tops: Sleeveless tops, tank tops, spaghetti straps, and belly shirts.
 - 2. Odors: Clothing or individuals smelling of marijuana, cigarette smoke, or other offensive odors.
 - 3. Inappropriate Bottoms: See-through leggings, athletic wear, sweatpants, or any type of shorts.
 - 4. Logos & Branding: Clothing with visible logos other than Paul Mitchell branding.
 - 5. Accessories:
 - a. Sunglasses (worn on the face or top of the head).
 - b. Headphones, headgear, or earphones (unless approved as an accommodation).
 - 6. Medical Students Dress Code
 - a. In addition to the General Campus Dress Code, the following guidelines apply to Medical students to maintain a professional image.
 - b. Once students receive their Campus-issued uniform, they are required to wear it to all in-person medical classes, including externships and labs.
 - c. These guidelines align with California Occupational Safety and Health Administration (Cal/OSHA) regulations for students in allied health programs and apply to students both on campus and during externship assignments.
- d. Professional Attire
 - i. Uniform
 - 1. All medical students are required to wear Royal Blue uniforms with the Campus logo, as approved by the school.
 - ii. Uniform Distribution
 - 1. Medical students will receive two uniforms.
 - 2. Phlebotomy direct students will receive one uniform.
 - 3. Additional uniforms may be purchased at the student's expense.
 - iii. Uniform Standards
 - 1. Uniforms must be clean, pressed, and properly fitted at all times.
 - 2. Before receiving their uniform, students must adhere to the standard Campus dress code applicable to all students (see above).
 - 3. After receiving their uniform, students are required to wear it to all medical classes, including externship.
 - 4. Students must arrive in full uniform, and lab classes require a regulation uniform—no exceptions will be made.
 - iv. Outerwear & Undershirts

1. A solid white long-sleeve shirt may be worn under the uniform.
2. No additional outer garments may be worn with the uniform.
- v. Footwear Requirements
 1. Shoes must be white leather or mock leather and closed-toe.
 2. Prohibited footwear
 - a. Canvas shoes
 - b. Crocs
 - c. Platform shoes
 - d. Clogs
 - e. Any shoe that does not resemble a nurse's uniform shoe
 3. All parts of the shoe, including the tongue and laces, must be clean and well-maintained.
 4. Shoes with colored trim are not allowed.
 5. Logos or insignias on shoes must be smaller than a silver dollar.
- e. Jewelry & Accessories
 - i. Watches
 1. Students are required to wear an analog watch with a second hand to accurately perform vital sign measurements.
 2. Every effort should be made to obtain a suitable watch for this purpose.
 - ii. Rings & Earrings
 1. A wedding band or a single ring may be worn.
 2. A maximum of two small earrings per earlobe (no larger than a quarter) is permitted.
 3. Dangling and hoop earrings are not allowed for safety reasons.
 - iii. Facial & Body Piercings
 1. All visible facial and body piercings (including nose, eyebrow, cheek, lip, and tongue piercings) must be removed when wearing a uniform and during the externship period.
 - iv. Other Jewelry
 1. No additional jewelry is permitted while in uniform.
- f. Personal Hygiene
 - i. Fragrances & Odors
 1. Heavy perfumes, colognes, or any strong, odor-producing products must not be used, as they may cause discomfort or allergic reactions.
 - ii. Fingernails
 1. Nails must be clean, neatly manicured, and should not extend beyond fingertip length.
 2. Bright or dark nail polish is not permitted. Only light, neutral colors or French-tip manicures are allowed.
 3. Acrylic, fiberglass, and silk nails are prohibited in both medical settings and school environments, per OSHA regulations (effective July 8, 2002).
 - iii. Makeup
 1. Makeup should be applied professionally and appropriately, reflecting the standards of a workplace environment.
- g. Hair, Make-Up and Tattoos
 - i. Hair

1. Hair must be clean, neatly combed, and styled in a simple, professional manner, keeping it away from the face.
2. Long hair must be secured in a ponytail or braid.
3. Hair color must remain natural shades—fluorescent or unnatural colors are not permitted.
4. Head coverings, such as hats, bandanas, or similar items, are not allowed, except for religious or medical reasons.
- ii. Facial Hair
 1. Men must be clean-shaven or maintain a neatly trimmed mustache and/or beard.
- iii. Tattoos:
 1. Tattoos must be covered using appropriate clothing, makeup, or bandage-type materials.
 2. Any tattoos deemed offensive must remain covered at all times.
 3. If a tattoo cannot be adequately covered, it may limit a student's externship opportunities.
- iv. Students are responsible for ensuring their appearance aligns with professional expectations and industry standards.
- h. Exception Procedure
 - i. If a prospective student has a tattoo on their hands, face, or neck, they must submit a written exception request before enrollment. To be considered, the prospective student must meet all other enrollment criteria.
 - ii. The Program Director will review the request and notify both the admissions counselor and the prospective student of the decision.

Academic Freedom Policy

SECTION 1: SCOPE AND PURPOSE

This policy applies to all faculty members, instructional staff, and academic administrators at Campus. It establishes the principles of academic freedom, ensuring that faculty and students can engage in intellectual inquiry, research, and open discourse. The policy is designed to protect the integrity of teaching, learning, and scholarship while upholding professional responsibilities and institutional values.

SECTION 2: RATIONALE

Academic freedom is fundamental to the mission of Campus as an institution of higher learning. The ability to explore, discuss, and debate ideas freely is essential to fostering critical thinking, innovation, and intellectual growth. This policy ensures faculty members can teach and conduct research without external interference while maintaining an environment that respects diverse perspectives and academic integrity.

SECTION 3: DEFINITIONS

1. Academic Freedom: The right of faculty members to teach, research, and publish their findings, provided they adhere to ethical, professional, and institutional standards.
2. Intellectual Inquiry: The process of seeking knowledge, exploring theories, and evaluating evidence openly and critically.
3. Scholarly Inquiry: Research and exploration of academic disciplines following accepted methods, peer review, and ethical guidelines.
4. Controversial Issues: Topics that may generate significant disagreement or differing viewpoints within academic discussions.

5. Professional Responsibility: The obligation of faculty to balance academic freedom with ethical teaching, respect for diverse opinions, and adherence to institutional policies.

SECTION 4: PROCEDURES

1. The Campus Academic Freedom Policy promotes the free exchange of ideas and scholarly inquiry. Campus is committed to upholding the principles of academic freedom to support a vibrant academic community where diversity of thought and open dialogue are valued.

2. To support the integrity of the teaching-learning process, the Campus values and maintains an environment where academic freedom exists for all faculty members, as outlined below:

- Faculty members determine methods of instruction, planning, and presentation of course materials, as well as equitable student assessment methods in their teaching assignments. Faculty members must adhere to the institution's procedures for using approved curricula, course outlines, materials, and resources.
- Faculty members are responsible for creating an environment of respect for diverse opinions. While faculty have the right to present ideas and conclusions that they believe to be based on available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views.
- Faculty members will respect the student's right to differ in opinion in any classroom discussion of controversial issues pertinent to the course being taught without penalty, retaliation, or reflection in grading.
- Faculty members must differentiate their opinions from the presentation of objective theories, facts, or ideas to students. In addition, faculty members must distinguish between personal opinion and institutional policy.
- Academic freedom and responsibility are interdependent, and this policy is intended to protect and promote the former.

3. Procedure

- The Academic Freedom policy applies to all Campus instructors. The policy is provided to all new faculty members for review and signature upon hire. In addition, it is reviewed as part of orientation for all new faculty members. If questions arise regarding academic freedom, it is the instructor's responsibility to seek clarification.

4. Review & Updates

- The Academic Freedom policy must be reviewed and updated periodically by the Academic Team. Any updates must be approved by the Policy Committee and the Board of Trustees before dissemination and implementation.

Grading Policy

Grades are earned based on student academic achievement and performance. Grades earned for a course consist of a letter grade and a point value which is used to calculate a student's grade point average (GPA).

Course grades of 'A', 'B', 'C' and 'D' are considered passing grades. An 'F' grade is not considered a passing grade and units will not be earned; however, the grade will impact the student's GPA and incremental completion rate (ICR). In Pass/Not-Passed grading situations, 'Pass' and 'Not Passed' grades earn credit but are not included in the GPA calculation. The 'NC' designation is used for courses that take more than one term to complete. The first half of the course appears on the schedule with an 'NC' designation (which carries no

point value), with the final grade being assigned upon completion of the second half of the course. The dean of students will assign an 'NT' designation to any course(s) and/or externship in a student's program that were not taken at the time of graduation. No point value will be assigned, and the designation will appear on the official transcript.

Many prerequisite courses require a grade of "C-" or better in order to progress to the next class. In addition, the paralegal studies program requires that students receive a "C-" or better in all of the courses in the program in order to successfully complete the program.

In special situations, the dean of students may exercise discretionary authority to recommend a student for a diploma provided the student has completed at least 85% of his or her program with a minimum cumulative GPA of 2.0. Further, the student must have completed all program-specific courses, not including test-preparation courses. Examples of program-specific courses include but are not limited to courses with codes beginning in A for accounting, BA for business administration, MO or MB for medical, IT or TS for information technology, LA for paralegal studies, and C for cosmetology or barbering. Recommendations are evaluated on a case-by-case basis and must be approved by the director of education.

Limitations:

Students enrolled in an associate in arts (AA) degree program must take and pass the specified general education courses in order to earn their degree.

Students must complete all core program-related courses, not including test-preparation courses, to be eligible for consideration.

Grades entered on student records are based on the following levels of performance. Not all instructors assign +/- grades. Please refer to your course syllabus for the applicable grading scale. For more information regarding grades and restarts, please refer to the college catalog.

Grade	Percentage	Points	Description
A	93.00-100.00	4.00	Excellent
A-	90.00-92.99	3.67	
B+	87.00-89.99	3.33	
B	83.00-86.99	3.00	Above Average
B-	80.00-82.99	2.67	
C+	77.00-79.99	2.33	
C	73.00-76.99	2.00	Average
C-	70.00-72.99	1.67	
D+	67.00-69.99	1.33	
D	63.00-66.99	1.00	Below Average
D-	60.00-62.99	.67	
F	0.00-59.99	0.00	A student who fails to complete course work successfully during a class will receive a grade of "F" if the instructor

feels that there is too much work missing or the submitted work is substandard.

W	A "W" grade is assigned when a student is removed from a course due to attendance violation, fails to engage, or who voluntarily removes themselves from a course during the withdrawal period.
WF	A "WF" grade is assigned when a student is removed from a course due to attendance violation, fails to engage, or who voluntarily removes themselves from a course during the withdrawal-fail period.
WV	Applies to keyboarding classes and is only to be used in situations where a student is attending regularly and physically unable to meet the keyboarding requirement. Student will accrue units but no grade points.
CR	Credit from prior education when there is an Campus equivalent course. Transcripts must be approved by the director of education or Registrar for Campus Scholars. To be considered, transcripts must be presented at the time of enrollment or within the first two weeks of the class to which the credit will be applied. CR also applies when a student successfully challenges a Campus course. [ref: Transfer Credit policy]
CCE	Credit from prior education when there is not a Campus course equivalent. This primarily applies to general education transfer credits that fulfill a GE category requirement. Transcripts must be approved by the director of education. To be considered, transcripts must be presented at the time of enrollment or within the first two weeks of the class to which the credit will be applied. CCE is also used for Advanced Placement (AP) exam credit. An official AP score report from the College Board must be approved by the Admissions office or Registrar for Campus Scholars [ref: Transfer Credit policy]
NC	Grade designation when a student withdraws during the add/drop period. Attendance for the class has been recorded.
Pass/Fail	'Pass' and 'Fail' grades earn credit. If the course has unit value, 'Fail' grades will be included in the GPA calculation. 'Pass' grades are not included in the GPA calculation.

Summary of Credits Attempted, Credits Completed and Grade Point Average

[reference: Satisfactory Academic Progress policy]

	Credit Attempted	Credit Completed	GPA
Earned grades (A-D)	Yes	Yes	Yes
Earned grades (F)	Yes	No	Yes
Withdrawal (W)	Yes	No	No
Withdrawal fail (WF)	Yes	No	No
Waiver (WV)	Yes	Yes	No

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Credit from Prior Education (CR) Used for transfer credits or successful course challenges where there is a Campus equivalent course.	No	No	No
Course Category Equivalent (CCE) Used for transfer credits where there is not a Campus equivalent course, or for credit from Advanced Placement (AP) exams.	No	No	No
Not Complete (NC)	No	No	No
Pass (P)	Yes	Yes	No
Fail (courses with unit value) (F)	Yes	No	Yes
Class Restart	Yes	Yes	Yes

Failing Grades

Any student who fails to complete coursework successfully during a class will receive a grade of 'F' if the instructor feels that there is too much work missing or the submitted work is substandard. A student has the option to drop a class and retake it if he/she is making unsatisfactory progress. If a student elects to drop a class after the withdrawal period has ended, the student will be given a "WF" for the class.

Grade Challenges

Should a student disagree with the grade received for a particular course, the student must submit a formal grade request change prior to the end of the second (2nd) week of the subsequent term. Any change of grade must be approved by the department chair, and/ or director of education/vice president of academic operations and submitted to the dean/vice president of student support by the end of the second (2nd) week of the term.

Coursework Deadline Extension

An instructor may grant an extension for submission of work not to exceed one (1) week past the end of the term. The instructor must notify and receive written approval from the Department Chair. The department chair is responsible for notifying the director of education/vice president of academic operations and the dean of students/vice president.

Distance Education Response Time

For Campus courses offered via distance education, or with a distance education component, students will receive grades and feedback on assignments within ten (10) days. Students will receive responses from faculty and TAs within 48 business hours.

Class Repeat Policy

SECTION 1: SCOPE AND PURPOSE

Students are expected to successfully complete each course in their academic programs to meet graduation requirements. However, in cases where students do not achieve a passing grade or need to improve their

performance in a course, they may be eligible to retake the course. This policy establishes the guidelines for course retakes, including limitations, financial obligations, and appeal options. Students should be aware that retaking courses may impact their academic progress and graduation timeline.

SECTION 2: RATIONALE

This policy ensures a standardized institutional approach to course retakes across all programs. It provides clarity on student eligibility for retakes, limits the number of attempts per course, and outlines the financial responsibilities associated with retaking courses. By setting a maximum number of attempts and a structured appeal process, the institution maintains academic integrity while offering students a pathway to improve their academic standing.

SECTION 3: DEFINITIONS

None

SECTION 4: PROCEDURES

1. Course Retake Limitations

- a. Students may attempt a course up to three (3) times if they fail, withdraw, withdraw with a failing grade (WF), or earn a grade that does not meet prerequisite requirements.
- b. If a student earns a passing grade of C or higher but wishes to improve their grade, they may retake the course once.
- c. Students who exhaust their allowed attempts and do not pass the course are ineligible to enroll again unless an appeal is approved.

2. Financial Responsibility

- a. There are no free retakes; all retakes are charged at the standard tuition rate.
- b. Students are responsible for purchasing any required materials, books, or other course-related resources.
- c. Students must consult the Financial Aid Office to determine any financial implications before enrolling in a retake course.

3. Special Course Requirements:

- a. Certain courses may have additional retake limitations:
 - i. PH101 – Fundamentals of Phlebotomy: Per state regulations, students in this program are allowed only one (1) class restart.

4. Monitoring Course Retakes

- a. The Registrar's Office will review enrollment records each term to identify students who are retaking courses.
- b. Students nearing their maximum retake limit will receive a notification regarding their eligibility and the appeal process, if applicable.
- c. Students who reach their maximum retake limit will be flagged for review.
- d. Students who exhaust their allowed retakes must submit an appeal for additional attempts if they wish to continue in the program. Approved appeals will be documented, and the student will be re-enrolled.
- e. Course retake policies do not apply to externship assignments. Students with concerns about externship performance should consult with their Program Director.

5. Enrollment and Payment

- a. Students enrolling in a retake course must pay the standard tuition rate.
- b. Students requiring financial assistance must meet with the Financial Aid Office before registering.

- c. Students are responsible for repurchasing any necessary course materials. d. Instructors are not responsible for providing additional textbooks to retake students. If students need materials, they must contact their Program Director.
- 6. Appeal Process for Additional Retakes
 - a. Students who have exhausted their allowed course retake attempts may submit a Class Repeat Appeal to their Student Success Coach via email.Steps for Submitting an Appeal:
 - b. Draft Appeal Email:
 - i. Students must send an email to their Student Success Coach with the subject line: "Class Repeat Appeal – [Your Full Name] – [Course Code]"
 - ii. Include the Following Information in Their Appeal:
 - 1. Full Name
 - 2. Campus Email Address
 - 3. Course Name and Course Code (e.g., ENG.125– English Composition)
 - 4. Previous Attempts (List the terms in which the course was attempted and the outcomes)
 - 5. Reason for Appeal (Explain the circumstances that affected your performance and what has changed to ensure future success)
 - 6. Plan for Improvement (Outline how you will approach the course differently, including study strategies, tutoring, time management, or other support resources)
 - 7. Coach Review & Program Director Approval:
 - a. Upon receiving the appeal, the Student Success Coach will review the request and may follow up with the student for additional details. The Success Coach will submit the appeal to the Program Director for review and final approval.
 - iii. The Program Director will determine whether the appeal is approved or denied and may set conditions for the retake (e.g., mandatory tutoring, academic support requirements).
 - c. Decision Notification: Students will receive a response via email within 5 business days after submitting their appeal.
 - i. If approved, the student must confirm their intent to re-enroll in the course and meet any stated conditions before being scheduled.
 - ii. If denied, the student will work with their Success Coach to determine options for program drops down and alternative pathways to completion.

Statement of Nondiscrimination

Campus is committed to providing a work and school environment free of unlawful harassment or discrimination. School policy prohibits harassment or discrimination based on race, religion, creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical conditions), military or veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information or any other basis protected by the federal, state or local law.

In accordance with Title IX of the Education Amendments of 1972, the College strictly prohibits sexual harassment and sexual violence. Sexual harassment is defined as unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment is conduct that explicitly or implicitly affects a person's employment or education or interferes with a person's work or educational performance or creates an environment such that a reasonable person would find the conduct intimidating, hostile or offensive. Sexual

violence is defined as physical sexual acts engaged in without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

The College complies with and carries out its responsibilities to prevent discrimination (including sexual harassment and sexual violence) in accordance with applicable federal, state or local laws, ordinances or regulations, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, and the Vietnam Era Veterans Readjustment Assistance Act.

The complete Student and Employee Anti-Harassment and Discrimination policy ("Title IX Policy") which includes descriptions of the types of conduct it covers, may be found online at: <https://mticollege.edu/wp-content/uploads/Student-Employee-Anti-Harassment-and-Discrimination-Policy.pdf>.

The Title IX Policy is fully incorporated into the Campus Catalog herein by reference.

If any student wishes to file a complaint covered by the above-stated regulations, he/she must follow the grievance procedures of the College. The College investigates all complaints in a thorough, impartial and timely manner, including those of discrimination on the basis of sex (including sexual assault and harassment). The College takes prompt and equitable action to investigate and address any reports or complaints that come to the attention of school personnel, either formally or informally. If an allegation is determined to be credible, the College takes immediate steps to eliminate the harassment, prevent its recurrence, and address its effects as appropriate.

Title IX or affirmative action-related questions or complaints may be directed to the Title IX Coordinator

Ryan Ortel, Director of Compliance ryan.ortel@campus.edu 984-298-2156

Questions may also be directed to the U.S. Department of Education's Office for Civil Rights (<https://ocrcas.ed.gov/contact-ocr>)

Registrar:

Transferability of Credit

Campus's mission is for graduates entering the workforce to be prepared with the knowledge, skills, and confidence necessary to support their success. One way that Campus strives to ensure student success both in the classroom and on the job is by being an outcomes-based institution. This means that in order to receive Campus credit, students must demonstrate that they can perform the outcomes or skills associated with each Campus class.

The transfer of credits from Campus to another college is entirely up to the receiving college. Campus does not guarantee or promote that any of its credits will be accepted by another postsecondary institution. It has been the college's experience that other vocation-oriented colleges accept most Campus credits.

Campus Articulation Agreements

Campus has a articulation agreements with the following institutions:

Western Governors University

Arizona State University

Point Park University

University of Maryland Global Campus

Southern New Hampshire University

UMass Global

Colorado State University Global

National Louis University

Texas Southern University

Florida International University

Butler University

Indiana Wesleyan University

Mississippi State University

University of North Texas

University of Arkansas Fort Smith

Virginia Commonwealth University

University of Cincinnati

Oakland University

Wichita State University

Central Michigan University

University of Texas at San Antonio

Rollins College

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Campus 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 the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the degree, diploma or certificate 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 Campus to determine if your degree, diploma or certificate will transfer.

Transfer of Credit & Credit for Prior Learning Policy

SECTION 1: SCOPE AND PURPOSE

To govern how post secondary credits earned at another institution and prior learning credits are applied to Campus credentials. And to ensure that said credits are academically equivalent to Campus course standards.

SECTION 2: RATIONALE

To set clear expectations for the transfer of credits for internal and external stakeholders and to ensure consistency in the transfer credit process.

SECTION 3: DEFINITIONS

1. Credential: A formal academic award conferred upon meeting all program completion requirements, which may include an associate degree, certificate, or diploma. 2. Postsecondary Credits: Course credits earned beyond the secondary level from a recognized post secondary institution. This includes dual credit, concurrent enrollment, or early college courses completed while in secondary school but originating from a postsecondary institution.

3. Prior Learning Credits: Credits awarded for verified learning experiences outside of traditional coursework, including those earned through military transcripts or other approved experiential learning assessments.

4. Transfer Credit: Course credits determined to be academically equivalent to those offered at Campus, and deemed eligible for application toward program completion requirements.

SECTION 4: PROCEDURES

1. Transfer of Credit from Other Institutions

- a. Campus accepts equivalent or comparable credit hours earned at accredited institutions recognized by the U.S. Department of Education, provided the student has achieved a minimum grade of 2.0 (C) on a 4.00 scale.
- b. Campus reserves the right to evaluate, accept, or reject transfer credits on a case-by-case basis. Duplicate credit is not permitted—students cannot receive credit for the same course twice, either through transfer credit or completion at Campus.
- c. Credit Transfer Limits
 - i. Degree Programs: Up to 50% of total program credit hours may be transferred.
 - ii. Diploma Programs: A maximum of 15 credit hours may be accepted.
 - iii. College Degree Holders: Students who have an Associate of Arts (AA), Associate of Science (AS), or higher degree—or those with substantial college credit—may be eligible to bypass the first year of their degree program, even if their transferred credits exceed the 50% limit.
- d. Credit Conversion & Applicability
 - i. Quarter System Conversion: Campus follows a quarter system, with the following conversion rates:
 1. 10 clock hours of lecture = 1 credit hour
 2. 30 clock hours of lab = 1 credit hour
 - ii. Academic Credit Measurement: Unless otherwise specified, Campus follows the Carnegie system for credit-hour measurement.
 - iii. Course Relevance: Transfer credits must be directly applicable to the student's program of study at Campus.
- e. Application & Evaluation of Transfer Credits
 - i. Graduation & Academic Standing:
 1. Approved transfer credits count toward graduation requirements and are included in evaluations of:
 - a. Satisfactory Academic Progress (SAP)
 - b. Maximum program length
 - c. Financial aid eligibility
 - ii. Submission Deadline:
 1. Official transcripts must be submitted at the time of enrollment or within the first two weeks of the applicable class(es) for consideration.

2. Prior Learning Credits
 - a. Campus evaluates military transcripts for prior learning credits based on the American Council on Education (ACE) recommendations for transfer credit. To be eligible, military coursework and training must align with the academic requirements of the student's program of study at Campus.
 - b. All prior learning credits are subject to institutional review to ensure they meet curriculum standards and accreditation requirements.
3. Credit from Advanced Placement (AP) Exams
 - a. Students who have completed College Board Advanced Placement (AP) exams with a score of 3, 4, or 5 may be awarded Course Category Equivalent (CCE) credit for applicable Campus courses, as specified in the AP credit equivalency table. b. Transcript & Credit Policy:
 - i. CCE credits will appear on the student's transcript but are not counted as credits attempted or completed.
 - ii. CCE credits do not impact the student's GPA, as they are not included in GPA calculations.
 - b. Submission Requirement:
 - i. Students must request that an official AP Score Report be sent directly to Campus for evaluation.
4. College Credits Earned at International institutions
 - a. Credits earned at international institutions must be evaluated by a third-party credential evaluation service to determine their U.S. equivalency. Students requiring assistance with this process may authorize Campus to request the evaluation on their behalf by signing a release form.
5. Transfer of Credit to Other Institutions
 - a. The acceptance of Campus credits by another postsecondary institution is solely at the discretion of the receiving institution. Campus does not guarantee or imply that any credits will transfer.
 - b. General Credit Conversion:
 - i. Quarter-to-Semester Conversion: Multiply quarter units by 2/3.
 - ii. Semester-to-Quarter Conversion: Multiply semester units by 1.5.
 - c. Students planning to transfer credits to another institution should consult with their intended school to verify transfer policies, credit conversion, and specific requirements.
6. Campus Articulation Agreements
 - a. Campus maintains articulation agreements with select colleges and universities to facilitate seamless credit transfer for students pursuing further education.
 - b. These agreements outline:
 - i. Specific courses and credits that transfer between institutions.
 - ii. Guidelines to maximize prior coursework and reduce time to degree completion.
 - c. For a full list of articulation agreements and transfer credit policies, students can access through the Campus Catalog.
7. Initial Transcript Evaluation
 - a. To transfer credits from another institution to Campus, students must:

- i. Request an initial transcript evaluation and submit either official or unofficial transcripts from prior institutions.
 - ii. The Registrar conducts the evaluation and shares the results with the student.
 - iii. Evaluations are typically completed within 24 business hours of the request.
 - iv. Pending or official transfer credits are applied to the student's record once eligibility is confirmed through an official transcript.
8. Final Transcript Evaluation and Approval
 - a. It is the student's responsibility to request official transcripts from their previous institution(s).
 - b. Students may authorize Campus to request transcripts on their behalf by signing a release form.
 - c. Once official transcripts are received and reviewed, the Registrar will apply approved transfer credits to the student's academic record.
9. Academic Credit Evaluation Process
 - a. Campus will determine credit equivalency by evaluating:
 - i. Course descriptions from syllabi or college catalogs.
 - ii. Student learning outcomes and course objectives.
 - iii. Grades earned and course level at the sending institution.
 - iv. Current Campus catalog requirements.
 - b. If the nature, content, learning outcomes, and level of earned credits are comparable to courses offered at Campus, transfer credit may be granted.
 - c. If further review is required, a Subject Matter Expert (SME) may be consulted for course equivalency determination.
 - d. If a student has transferable credits but no exact course match, the Registrar may award Course Category Equivalent (CCE) credit to ensure appropriate academic placement.
10. Final Transfer Credit Evaluation Decision
 - a. The results of the Transfer Credit Evaluation are final and not subject to appeal.
 - b. If additional information is required to complete the evaluation, the student will be notified before the evaluation is finalized.

Credit from Other Institutions

In many cases, completion of a comparable class at an accredited institution is sufficient to demonstrate previously acquired knowledge and skills. Thus, it is the policy of Campus to accept comparable credit hours earned in courses taken at accredited institutions, provided that a grade of 2.0 (C) or above was earned. Special conditions may apply to program-specific classes, General Education classes and skills-focused first-year classes; please consult with an admissions advisor for details.

Transfer credits must be directly applicable to the courses required in your Campus program. In addition, transcripts must be on file before transfer credit can be approved. Transfer credit hours that are more than 10 years old are generally not accepted. The college reserves the right to accept or reject any or all credit hours earned at other collegiate institutions. Students may not transfer credit for courses taken at another institution and also receive credit for the same course taken at Campus.

Credits transferred to the college for a degree program cannot exceed 50% of the program's total credit hour content. Note: Students with a college degree (Associate in Arts, Associate in Science, or higher) or substantial college credit may be eligible to bypass the first year of the degree program, even in cases where credits exceed 50% of the program's Enrollment Information.

Transfer credit for the Paralegal Studies year 2 specialty classes will not exceed 50% of the year 2 program credits. Paralegal Studies year 2 is 48.5 credits so a student may transfer up to 24.25 credits of equivalent year 2 specialty classes with a grade of a "C" or above from an ABA-approved institution.

The Campus academic calendar is based on the quarter system. The conversion of clock hours to credit hours is 10 clock hours of lecture or 30 clock hours of lab for every hour of credit. Unless otherwise indicated, the college uses the Carnegie system for measurement of academic credit.

Campus does not grant credit for prior experiential learning or through challenge examinations.

Graduation Policy

Campus offers degree, diploma, and certificate programs. Graduates of the Information Technology – Cloud Administration program are awarded an Associate of Applied Science degree in their field of study, while graduates of the Paralegal Studies and Business Administration programs are awarded an associate in arts degree. Campus's certificate programs are focused on the completion of a specific course or series of courses, compared to diploma programs which are broader and more in-depth. For example, graduates from the Phlebotomy Technician certificate program receive a certificate verifying that they have met the educational requirements toward becoming a Certified Phlebotomy Technician - CPT1.

Often, students who originally enroll in diploma programs will choose to continue on to earn their degrees. If a student is enrolled in a diploma program, completes the program, and then decides to continue on to earn a degree, he/she will earn a diploma for the original program and a degree upon successful completion of the 2nd year coursework for the degree program. If a student is enrolled in a diploma program and transfers to a degree program before completing the coursework for the diploma, he/she will forgo the diploma for a degree upon the completion of the 2-year degree program.

Diplomas, degrees, class completion certificates, and transcripts are released only to students whose tuition and book accounts are paid in full. In the case of graduates with extended payment plans, payments must be up to date.

Semi-annual graduation ceremonies are held to honor graduates earning their diplomas or degrees.

Note: Students enrolled in a degree or diploma program may, through the Transfer of Credit Policy, apply credits previously earned at Campus or approved credits earned at another institution toward meeting their graduation requirements. For graduation, degree program students must have successfully completed the general education component or transfer equivalent.

Student Records

Campus maintains student records including the name, address, email address, and telephone number of all students currently enrolled in an education program. Campus stores student records electronically in PostgreSQL on the Google Cloud Platform (GCP). Backups are made daily on GCP.

For all students granted a diploma, certificate, or degree, Campus maintains permanent transcripts including the following information:

- The degree, diploma, or certificate granted and the date on which that degree or certificate was granted.
- The courses and units on which the certificate, diploma, or degree was based.

- The grades earned by the student in each of those courses.

Campus maintains student files with the following information for a minimum of five (5) years:

- Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including the following:
 - Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test;
 - Records documenting units of credit earned at other institutions that have been accepted and applied by the institution as transfer credits toward the student's completion of an educational program;
 - Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes;
 - All of the documents evidencing a student's prior experiential learning upon which the institution and the faculty base the award of any credit;
- Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student;
- Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;
- Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation; and
- In addition to the transcript requirements stated above, a transcript showing all of the following:
 - The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal;
 - Credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit;
 - Credit for courses earned at other institutions;
 - Credit based on any examination of academic ability or educational achievement used for admission or college placement purposes;
 - The name, address, website address, and telephone number of the institution.
- A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;
- A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
- A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent;
- Copies of any official advisory notices or warnings regarding the student's progress; and
- Complaints received from the student.

Students are responsible for maintaining personal grade records. A copy of an official transcript may be requested in writing for a fee of \$5.00. There is no fee for unofficial transcripts. Initial certificates and diplomas are free, and reprints for either are \$10.00.

The U.S. Family Education Rights and Privacy Act of 1974 (FERPA) is observed.

Student Support Services

Academic Advising

Academic advising may be initiated by Campus personnel or the student when the need is identified. Students may request academic advising by contacting their faculty member or the Program Director.

Tutoring

In addition, open labs staffed by qualified faculty are scheduled each term to assist students who require additional instructor support.

Career Services

Assisting our graduates secure employment is one of our most important functions. Campus maintains job placement advisors devoted to providing employment search assistance for those who have met their graduation requirements. In addition, Campus's career services are available on a continual basis for graduates in good standing.

Up-to-date monthly placement records and employer references are available for inspection at the college's career services office. Campus cannot guarantee placement or demand for graduates.

Developmental Math and English Courses

Campus offers developmental math and English courses to assist students in building the skills, confidence and knowledge necessary to succeed in their college coursework and on the job.

Cultural and Recreational Activities

The Sacramento area offers an abundance of cultural and recreational activities. Special programs and field trips may be arranged to meet student needs and interests.

Housing

Campus does not assume responsibility for student housing. Campus does not have dormitory facilities under its control, nor does it offer student housing assistance. Although no housing is provided directly by the school, the immediate locale is one of the best in Sacramento for reasonable rental rates.

Permanent or temporary housing can be found by researching such sites as www.rental.com, www.zillow.com, www.rentcafe.com, and other similar sources. The estimated cost of rental housing in the Sacramento area is \$1,856 per month (according to www.rentcafe.com).

Library Resources

Campus also provides students with access to various online resources and electronic libraries.

- EBSCO Database: Campus students, faculty, and staff have access to an EBSCO Database. Students, faculty, and staff can access the database 24/7 using their Campus email and password.

The URL to access the EBSCO Database is: <https://elearning.mticollege.edu/login/index.php>

- Library and Information Resources Network (LIRN): Campus students, faculty, and staff also have access to Campus' institutional subscription to the online Library and Information Resources Network (LIRN). The LIRN online library and librarians are available 24/7 to students, faculty, and staff who can login using their Campus email and password. The URL to access the LIRN Library is: <https://proxy.lirn.net/>

Veteran Services

Most courses are approved for veterans and other eligible individuals under the appropriate United States code. Veterans' applications and related forms are available at the college. Assistance with completion of these forms is provided. Veterans applying for admission to Campus will be required to provide transcripts from all colleges previously attended. Campus staff will assist in procuring transcripts; however, Campus will not be able to certify a student's VA application until all of that student's college transcripts have been reviewed.

For active service members, including National Guard and Reservists, who must take a leave of absence due to deployment, training or reassignment, Campus will grandfather the student into the catalog year for the curriculum for which they originally enrolled.

Campus will waive any residency requirements for graduation for all active service members, including National Guard and Reservists, who must take a leave of absence due to deployment, training or reassignment.

Academics

Faculty

BUSINESS AND GENERAL EDUCATION FACULTY

	<u>Credential</u>	<u>Experience</u>
Alyssia Aguiar	B.S. – Marketing, California State University, Stanislaus	10 plus years' experience in marketing and program management.
Sarah Ali	Ph.D. – Agricultural Economics, University of Missouri-Columbia	15 plus years' experience working in applied economics in the private, public, academic, & non-profit sectors.
Zarif Aminyar	Ph.D. – Strategic Direction & Leadership, The Chartered Management Institute	13 plus years' experience in leadership, management, and accounting management, accounting analysis, and financial analysis.
Jono Anzalone	Ed.D. - Higher Education Administration & Leadership, University of Nebraska	20 plus years' experience as a business executive and teaching economics.
Angela Bischof	Ph.D. – Philosophy, Duke University	Five plus years' experience teaching philosophy and ethics.
Avery Blankenship	M.A. – English, Northeastern University	Five plus years' experience in writing, editing, researching, and teaching.
Jill Bourque	B.A. – Early Childhood Development, California State University, Sacramento	45 plus years' experience as head instructor, curriculum specialist, and business instructor at the collegiate level.
Ryan Boyle	M.S. – Marketing & Marketing Analytics, Texas A&M University – Commerce	Five plus years' experience in marketing and business consulting as well as in teaching marketing and business management.
Amy Cimino	M.F.A. – Creative Writing, Liberty University Master's in Education – Teaching and Learning Emphasis, Brandman University	13 plus years' experience teaching elementary and secondary English. 7 years' experience with the National Writing Project.
Todd Fitch	M.B.A., University of California, Berkeley	25 plus years' experience in business management and teaching.
Ade Galvan	B.S. – Business Management, University of Phoenix, Sacramento	25 plus years' experience in personnel management, and 15 plus years' experience instructing English and Business courses at the collegiate level.
Dan Goldsmith	M.B.A., University of Maryland	20 plus years' experience in strategic marketing management and over 5 years' experience teaching.
Ian Helfrich	PH.D. – Economics; Specializing in International Trade and Geospatial Research, Georgia Institute of Technology	10 plus years' experience teaching economics.
Thomas Hltchner	Ph.D. - English, University of California, Irvine	20 plus years' experience teaching English and writing.

	<u>Credential</u>	<u>Experience</u>
Madeline Holland	Ph.D. - Communication Studies, The University of Texas at Austin	12 plus years' experience teaching communication.
Lee Sean Huang	M.P.S. – Interactive Telecommunications, New York University	20 plus years' experience in multimedia design and teaching English, communication, and design.
Saverio Iaconis	M.B.A. – International Finance, St. John's University	35 plus years of private sector experience in Banking, Finance, Business Development, Project Management and Sales.
Darien Johnson	M.F.A. – Theatre, Brown University	10 plus years' experience teaching English, writing, and composition.
Kiandra Johnson	M.S. - Mathematics and Computer Science, Emory University	20 plus years' experience teaching mathematics and providing educational consulting services.
Steven Kelts	Ph.D. – Political Science, Stanford University	25 plus years' experience teaching political science, service-learning, and ethics.
Theo Khyat	M.S. – Human-Computer Interaction, DePaul University	10 plus years' experience in Engineering and teaching.
Toby Li	Ph.D. – Strategic Management, Jesse H. Jones Graduate School of Business, Rice University	12 plus years' experience teaching economics, business strategy, and entrepreneurship.
Hector Martinez	Ph.D. - Organizational Behavior, Weatherhead School of Management, Case Western Reserve University	20 plus years' experience in business management, and over 5 years' experience in teaching business.
Mike Matwiejczuk	M.S. - Human Resources Management, University of Connecticut	12 plus years' experience in teaching human resources and talent recruitment.
Amy Murphy	Ph.D. – English Literature, University of Arizona	20 plus years' experience in teaching English and Composition.
Adam Navarro	M.F.A – Theatre Arts/Drama, California State University Fullerton	20 plus years' experience in teaching Speech and Oral Communication.
Dale Nolt	M.B.A – California State University	25 plus years' experience as a Chief Financial Officer, Consulting Accountant, Controller, and Sales Consulting.
Kevin O'Connell	M.A. - Leadership & Public Administration, Centenary University	15 plus years' experience working in marketing and career development.
Hesam Oveys	Ph.D. -Mathematics, University of Missouri-Columbia	Eight plus years' experience in teaching Mathematics.
George Pappchen	J.D., St. John's University	25 plus years' experience in business management, operations, and corporate development.
Rick Rasmussen	M.B.A., Columbia Business School	40 plus years' experience in Product Management and Eight plus years' experience in teaching and mentoring.
Joyce Rogers	B.A. – Liberal Studies, California State University, Sacramento	40 plus years' experience teaching English and in educational leadership roles (program director and Dean of Students).
David Sackris	Ph.D. – Philosophy, University at Buffalo	10 plus years' experience publishing and teaching Writing and Philosophy.
Raju Sah	B.S. – Electrical Engineering and Computer Science, University of California at Davis	25 plus years' experience teaching math and information technology at the collegiate level.
Hossain Salimi	B.S. – Civil Engineering, Mathematics and Statistics, California State University, Sacramento	Three plus years' experience in geotechnical engineering, and over 19 years' experience teaching mathematics and statistics at the collegiate level.
Casey Stratton	Ph.D. - Communication Studies, West Virginia University	10 plus years' experience in business operations, development, and communication.
John Streese	Ph.D. - Mathematics, University of Florida	10 plus years' experience teaching mathematics.
Theresa Walsh	M.A. - English w/ an Emphasis in Composition, California State University, Sacramento	10 plus years' experience teaching English Writing and Composition.
Miriam Wigglesworth	Ph.D. – Business Administration, Wilmington University	20 plus years' experience teaching marketing, business management, and accounting.

INFORMATION TECHNOLOGY FACULTY

	<u>Credential</u>	<u>Experience</u>
Anthony Antonio	M.B.A., M.S. – Information Technology Management, Golden Gate University	17 plus years' experience as an IT project manager, and over 7 years' experience instructing information systems and technology.

Michael Davidson	A.A.S. – Computer Programming, MTI College, MCP, MOS,	40 plus years’ experience teaching computer applications, computer programming, computer technical services, and math at the collegiate level.
Gavin Duarte	B.S. – IT Network Administration, Western Governors University A+, NETWORK+, SECURITY+, MCSE	Eight plus years’ experience as a computer technician and network support specialist. Over 5 years’ experience as a technology instructor.
Jorge Henneke	A.A.S., American River College, A+, MCSE	20 plus years’ experience as a project specialist, information systems analyst, systems software specialist, and information technology manager.
Ram Krishnamurthy	B.S. – Electronics Engineering, University of Mumbai	27 plus years’ experience as a systems administrator and senior manager of system operations.
Mark Morgan	M.S. – Organizational Performance and Workplace Learning, Boise State University, MOS	24 plus years’ experience as a training supervisor developing and delivering training solutions for customer service, accounts receivable, and billing software. Eight plus years’ experience instructing math and desktop applications.
Lilijana Morris	M.S., University of California, Los Angeles	14 plus years’ experience instructing general science, math, and computer studies at the collegiate level.
Fouad Nobari	M.I.S., University of Phoenix, A+ CERTIFIED B.S. – Computer Science II Programming, MTI Western Business College	35 plus years’ experience in computer programming with a specialization in accounting, bookkeeping, and management programs.
Raju Sah	B.S. Electrical Engineering and Computer Science University of California at Davis	24 plus years experience in information technology systems management and eight plus years experience teaching math and information technology

PARALEGAL STUDIES FACULTY

	<u>Credential</u>	<u>Experience</u>
Jennifer Burton	A.A. Paralegal Studies, MTI College	12 plus years’ experience as a litigation law clerk, file clerk, paralegal manager, and trial and motion for summary judgment manager. Six plus years’ experience teaching ethics in the legal community.
Jessica de la Cruz	J.D., Florida A&M University College of Law B.S. – Legal Studies, Kaplan University	10 plus years’ experience as a paralegal and Six plus years’ experience as an associate attorney, assistant state attorney, and assistant chief counsel.
Eric G. Fernandez	J.D., McGeorge School of Law	14 plus years’ experience as a law clerk, associate attorney, senior associate attorney, of-counsel attorney, and shareholder. 2 years’

		experience overseeing the paralegal studies department.
Astrid Furstner	Paralegal Certificate, California State University, Stanislaus	25 plus years' experience as a legal secretary, legal assistant, executive legal assistant, law office coordinator, and paralegal.
Jennifer Hightower	J.D., Lincoln Law School	22 plus years' experience as a law clerk, attorney-at-law, and account manager. 25 plus years' experience instructing paralegal studies.
Matthew Kearney	J.D., UC. Davis School of Law	10 plus years' experience as a law clerk, judicial extern, research assistant, deputy attorney general, and international criminal law reporter. Three plus years' experience teaching criminal law and legal writing.
Tom Moyer	B.S. – Social Science, Thomas Edison State University Paralegal Certificate, Merritt College	Eight plus years' experience as a courtroom clerk, 15 plus years' experience as a litigation paralegal, Six plus years' experience as a court mediator, and over 40 years' experience instructing paralegal studies.
Gina Rallo-Williams	B.S., Colorado State University	22 plus years' experience as a paralegal and manager of legal staff. 10 plus years' experience instructing paralegal studies.
Thomas Reid	J.D., McGeorge School of Law	20 plus years' experience as an associate attorney, senior associate attorney, co-owner attorney, and owner attorney. 25 plus years' experience teaching paralegal studies.

HEALTHCARE FACULTY

	<u>Credential</u>	<u>Experience</u>
LAURA BALANGUE	M.D., Far Eastern University, Philippines	Over 40 years' experience as a medical assistant, medical officer, medical supervisor, and medical examiner.
ROHIT DUTTA	M.D., Crimea State Medical University	Over 20 years' experience as a physician of internal medicine and radiology, and over 10 years' experience instructing medical subjects.
TEJPAUL GILL	American Registry for Diagnostic Medical Sonography CPT-1, Contra Costa Medical Career College	Over 10 years' experience in patient care and medical assisting.
ALISON JAMES, CMRS	B.S., California State University, East Bay	Over 30 years' experience as a medical clinic coordinator, manager, and trainer.
DAISY LLEPES	M.A. Phlebotomy Certificate	Over 25 years' experience as a medical office coordinator, surgery coordinator, and referral coordinator.
BARBARA LORENZEN	B.S. – Medical Management, Kaplan University	Over 10 years' experience as a medical assistant and over 2 years' experience as a medical assisting clinical instructor.
GUADALUPE MENDOZA	A.A.S. – Medical Assisting Heald College	Over 13 years' experience instructing medical assisting and over 18 years' experience as a certified medical assistant. 14 years' experience as a public safety dispatcher and 3 years' experience as an EMT.
DAISY PIKE	A.S. - Healthcare Management, Penn Foster M.A./Phlebotomy Certificate, Charles A. Jones Career and Education Center	Over 18 years' experience as a certified medical assistant and phlebotomist in family practice and occupational health.
ERIC RIBBLE	Phlebotomy Certificate, Boston Reed College EMT, High Tech Institute	Over 24 years' experience as a physician, general practitioner, internist, and cardiologist. Over 20 years'
HANY TAWADROUS	M. S. Alexandria Medical School, CPT-1, CCMA	

BEATRIZ ZAPIEN M.A. Certificate, Sacramento City College

experience as a medical assistant and phlebotomist, and medical assisting and phlebotomy instructor.

Over 12 years' experience as a personnelist with the US Air Force Reserves and over 5 years' experience as a certified medical assistant.

COSMETOLOGY & BARBERING FACULTY

	<u>Credential</u>	<u>Experience</u>
DIANNA ALMARAZ	California Board Certified	Over 12 years' experience as a hairstylist.
JENNIFER GOLDSMITH	California Board Certified	Over 10 years' experience as a hairstylist, salon manager, and salon owner.
JAMIE GORDON	California Board Certified	Over 15 years' experience as a stylist, nail technician, and esthetician. Over 12 years' experience instructing cosmetology.
YEKENIA LIZASUAIN	California Board Certified	Over 9 years' experience as a stylist and over 3 years' experience instructing cosmetology.
NICOLE MONTGOMERY	California Board Certified	Over 12 years' experience as a hairstylist and over 4 years' experience instructing cosmetology and barbering. Director of Paul Mitchell the School since 2022.
CLYDE PROUT	California Board Certified	Over 6 years' experience as cosmetologist, barber, and stylist. Over 3 years' experience instructing cosmetology and barbering.
ALEXA RAMEY	California Board Certified	Over 3 years' experience as a cosmetologist, stylist, makeup artist, and salon coordinator.
KC REYNOLDS	California Board Certified	Over 6 years' experience as a cosmetologist. Over 3 years' experience as a cosmetology educator.
KARI ANN BAILEY	California Board Certified	14 plus years experience as a cosmetologist. 10 plus years as a cosmetology educator.
STEFAN CAGLE	California Board Certified	
SOLANGA HUTTON	California Board Certified	
BRANDON SANCHEZ	California Board Certified	

Diploma and Certificate Programs

Medical Assistant Diploma with Phlebotomy Certificate

Program Length:	50 Quarter Units/ 760 Clock Hours 38 Weeks (Day Program); 49-60 Weeks (Evening Program)
Required Cumulative Exam:	None
Credential Awarded:	Diploma
Standard Occupational Code(s):	29-2099.08 - Patient Representatives 31-1121.00 - Home Health Aides 31-1122.00 - Personal Care Aides 31-1131.00 - Nursing Assistants 31-9092.00 - Medical Assistants 31-9094.00 - Medical Transcriptionists 31-9097.00 - Phlebotomists 43-6013.00 - Medical Secretaries and Administrative Assistants
Sample of Reported Job Titles:	<i>Please see Appendix A for a Sample of Reported Job Titles</i>

Requirements for Eligibility for Applicants for a California Phlebotomy certificate from the California Department of Public Health must meet the following requirements:
Licensure:

Education

Provide an official transcript showing graduation date from an accredited high school in the U.S.

OR

Pass one of the following tests:

General Educational Development (GED)

High School Equivalency (HiSET)

California High School Proficiency Examination (CHSPE)

OR

Provide official transcripts showing credit for general education courses completed at an accredited college or university.

Training

For an applicant with no on-the-job phlebotomy experience or less than 40 hours of on-the-job phlebotomy experience:

Complete 40 hours of basic and advanced didactic (classroom) phlebotomy training from a phlebotomy program accredited by the California Department of Public Health. You must upload the certificate of completion during the online application process.

Complete 40 hours phlebotomy practice in a clinical setting that includes performance of at least 50 venipunctures and 10 skin punctures and observation of arterial punctures in a phlebotomy training program approved by the California Department of Public Health. You must upload a California Statement of Phlebotomy Practical Training signed by an MD, DO, PA, RN, CLB, CLS, or CPT.

For an applicant with at least 40 hours but less than 1040 hours of on-the-job phlebotomy experience in the past 5 years:

Complete 40 hours of basic and advanced didactic (classroom) phlebotomy training from a phlebotomy program accredited by the California Department of Public Health. You must upload the certificate of completion during the online application process.

Complete at least 40 hours of experience in a clinical setting in the last 5 years. This experience must include at least 50 venipunctures and 10 skin punctures and observation of arterial punctures. You must upload a Letter of Phlebotomy Experience for California Certification (PDF) signed by an MD, DO, or CLB.

For an applicant with 1040 or more hours of on-the-job phlebotomy experience in the past 5 years:

Complete 20 hours of advanced didactic (classroom) phlebotomy training from a phlebotomy program accredited by the California Department of Public Health. You must upload the certificate of completion during the online application process.

Examination

You must have passed a national certification examination from one of the certifying organizations approved by the California Department of Public Health. The following certifying organizations are approved by the Department for the phlebotomist certification examination:

- American Certification Agency (ACA): <http://www.acacert.com/>
- American Medical Certification Association (AMCA): <https://www.amcaexams.com/>
- American Medical Technologists (AMT): <https://americanmedtech.org/>
- American Society of Clinical Pathology (ASCP): <http://www.ascp.org/>

- National Center for Competency Testing (NCCT/MMCI):
<https://www.ncctinc.com/>
- National Healthcareer Association (NHA):
<http://www.nhanow.com/>

- Employ learning strategies necessary to obtain a Medical Assistant certification
- Perform blood collection procedures based on the California Phlebotomy regulations.
- Model behavior that reflects confidence, competence and professionalism.

Objective

To prepare students for employment in a variety of medical settings, including doctors' offices, clinics, and other healthcare environments. The program offers comprehensive training in administrative, clinical, venipuncture, and laboratory procedures. Two externships are included: a 160-hour externship** in a healthcare setting where students gain practical, hands-on-experience performing the duties of a medical assistant, and a phlebotomy externship in a clinical lab setting where students gain valuable experience performing phlebotomy collection on patients of varying ages and health. The phlebotomy externship is a minimum of 40 hours.

Students will build a foundation in medical terminology, anatomy, physiology, pharmacology, and the proper protocols and procedures used in clinical and laboratory environments. Students will also study front-office practices, including coding and billing procedures, patient relations, and medical law and ethics. Students who successfully complete this program and pass a certification exam offered by a state-recognized provider such as the National Center for Competency Testing (NCCT), meet the requirements to apply for licensure as a Certified Phlebotomy Technician (CPT1) with the State of California. This program also helps prepare students for a Medical Assistant certification. Exam vouchers are provided for students who meet the requirements of the Phlebotomy Test Pass Assurance program (TPA) and the Test Pass Assurance program (TPA).

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Accurately create, read, understand, and maintain medical records.
- Use ICD-10 and CPT coding books to properly code diagnoses and procedures.
- Demonstrate the ability to follow OSHA's Universal Precautions while performing lab procedures.
- Accurately determine dosage calculations.
- Use proper procedures for diagnostic testing.
- Perform non-invasive procedures according to proper guidelines.
- Perform venipuncture, butterfly technique, finger sticks, and injections according to proper guidelines.
- Consistently comply with all HIPAA standards.

Medical Assistant Diploma with Phlebotomy Certificate Program Outline

Courses		Quarter Credits	Clock Hours
B115	College Success	1.0	20
B125	Career Preparation	3.0	40
MO116	Math for Medical Students	3.0	40

Courses		Quarter Credits	Clock Hours
MO127A	Medical Terminology with Anatomy and Physiology A	4.0	40
MO127B	Medical Terminology with Anatomy and Physiology B	8.0	80
MO138	Medical Office Procedures	6.0	80
MO188A	Clinical Assisting A	6.0	80
MO188B	Clinical Assisting B	8.0	120
MO500	Medical Assisting Externship*	5.0	160
PH100	Phlebotomy	5.0	60
PH500	Phlebotomy Externship	1.0	40

*Externship eligibility is partially determined by performance in M0188A and M0188B, which includes demonstrated proficiencies in laboratory skill sets. Students must submit to a 10-panel drug screening and a criminal background check. Students who do not successfully pass the drug screening and/or have criminal records may not be eligible for an externship. Externships for evening students are available during the day only.

Medical Assistant

Program Length: 44 Quarter Units/660 Clock Hours
26 Weeks (Day Program); 37-48 Weeks (Evening Program)

Required Cumulative Exam: None

Credential Awarded: Diploma

Standard Occupational Code(s): 29-2099.08 - Patient Representatives
31-1121.00 - Home Health Aides
31-1122.00 - Personal Care Aides
31-1131.00 - Nursing Assistants
31-9092.00 - Medical Assistants
31-9094.00 - Medical Transcriptionists
43-6013.00 - Medical Secretaries and Administrative Assistants

Sample of Reported Job Titles: *Please see Appendix A for a Sample of Reported Job Titles*

Requirements for Eligibility for Not applicable
Licensure:

Objective

To prepare students for employment in a variety of medical settings including doctors' offices, clinics, and other healthcare environments. The program offers comprehensive training in administrative, clinical, and laboratory procedures and includes a 160-hour externship in an ambulatory healthcare setting where students will gain valuable practical hands-on experience. Students will build a foundation in medical terminology, anatomy and physiology, pharmacology, and the proper protocols and procedures used in clinical and laboratory environments. Students will also study front-office practices including coding and billing procedures, patient relations, and medical law and ethics. This program helps prepare students for a Medical Assistant certification. Exam vouchers are provided for students who meet the requirements of the Test Pass Assurance program (TPA).

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Accurately create, read, understand, and maintain medical records.
- Use ICD-10 and CPT coding books to properly code diagnoses and procedures.
- Demonstrate the ability to follow OSHA's Universal Precautions while performing lab procedures.
- Accurately determine dosage calculations.
- Use proper procedures for diagnostic testing.
- Perform non-invasive procedures according to proper guidelines, and CLIA waived laboratory standards.
- Perform venipuncture, butterfly technique, finger sticks, and injections according to proper guidelines.
- Consistently comply with all HIPAA standards.
- Employ learning strategies necessary to obtain a Medical Assistant certification.
- Model behavior that reflects confidence, competence and professionalism.

Medical Assistant Program Outline

Courses		Quarter Credits	Clock Hours
B115	College Success	1.0	20
B125	Career Preparation	3.0	40
MO116	Math for Medical Students	3.0	40
MO127A	Medical Terminology with Anatomy and Physiology A	4.0	40
MO127B	Medical Terminology with Anatomy and Physiology B	8.0	80
MO138	Medical Office Procedures	6.0	80
MO188A	Clinical Assisting A	6.0	80
MO188B	Clinical Assisting B	8.0	120

Courses		Quarter Credits	Clock Hours
MO550*	Medical Assisting Externship*	5.0	200

*Externship eligibility is partially determined by performance in M0188A and M0188B, which includes demonstrated proficiencies in laboratory skill sets. Students must submit to a 10-panel drug screening and a criminal background check. Students who do not successfully pass the drug screening and/or have criminal records may not be eligible for an externship. Externships for evening students are available during the day only.

Medical Office Assistant

Program Length:	39 Quarter Units/500 Clock Hours 22 Weeks (Day Program);33-44 Weeks (Evening Program)
Required Cumulative Exam:	None
Credential Awarded:	Diploma
Standard Occupational Code(s):	29-2099.08 - Patient Representatives 31-1122.00 - Personal Care Aides 31-9092.00 - Medical Assistants 31-9094.00 - Medical Transcriptionists 43-6013.00 - Medical Secretaries and Administrative Assistants
Sample of Reported Job Titles:	<i>Please see Appendix A for a Sample of Reported Job Titles</i>
Requirements for Eligibility for Licensure:	Not applicable

Objective

To prepare students for employment in a variety of medical settings including doctors' offices, clinics, and other healthcare environments.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Accurately create, read, understand, and maintain medical records.
- Use ICD-10 and CPT coding books to properly code diagnoses and procedures.
- Demonstrate the ability to follow OSHA's Universal Precautions while performing lab procedures.
- Accurately determine dosage calculations.
- Use proper procedures for diagnostic testing.
- Perform non-invasive procedures according to proper guidelines.
- Perform venipuncture, butterfly technique, finger sticks, and injections according to proper guidelines.
- Consistently comply with all HIPAA standards.
- Model behavior that reflects confidence, competence and professionalism.

Medical Office Assistant Program Outline

Courses		Quarter Credits	Clock Hours
B115	College Success	1.0	20
B125	Career Preparation	3.0	40
MO116	Math for Medical Students	3.0	40
MO127A	Medical Terminology with Anatomy and Physiology A	4.0	40
MO127B	Medical Terminology with Anatomy and Physiology B	8.0	80
MO138	Medical Office Procedures	6.0	80
MO188A	Clinical Assisting A	6.0	80
MO188B	Clinical Assisting B	8.0	120

Medical Office Assistant Diploma with Phlebotomy

Program Length: 45 Quarter Units/600 Clock Hours
34 Weeks (Day Program);45-56 Weeks (Evening Program)

Required Cumulative Exam: None

Credential Awarded: Diploma

Standard Occupational Code(s): 29-2099.08 - Patient Representatives
31-1122.00 - Personal Care Aides
31-9092.00 - Medical Assistants
31-9094.00 - Medical Transcriptionists
31-9097.00 - Phlebotomists
43-6013.00 - Medical Secretaries and Administrative Assistants

Sample of Reported Job Titles: *Please see Appendix A for a Sample of Reported Job Titles*

Requirements for Eligibility for Applicants for a California Phlebotomy certificate from the California Department of Public Health must meet the following requirements:

Education

Provide an official transcript showing graduation date from an accredited high school in the U.S.

OR

Pass one of the following tests:

General Educational Development (GED)

High School Equivalency (HiSET)

California High School Proficiency Examination (CHSPE)

OR

Provide official transcripts showing credit for general education courses completed at an accredited college or university.

Training

For an applicant with no on-the-job phlebotomy experience or less than 40 hours of on-the-job phlebotomy experience:

Complete 40 hours of basic and advanced didactic (classroom) phlebotomy training from a phlebotomy program accredited by the California Department of Public Health. You must upload the certificate of completion during the online application process.

Complete 40 hours phlebotomy practice in a clinical setting that includes performance of at least 50 venipunctures and 10 skin punctures and observation of arterial punctures in a phlebotomy training program approved by the California Department of Public Health. You must upload a California Statement of Phlebotomy Practical Training signed by an MD, DO, PA, RN, CLB, CLS, or CPT.

For an applicant with at least 40 hours but less than 1040 hours of on-the-job phlebotomy experience in the past 5 years:

Complete 40 hours of basic and advanced didactic (classroom) phlebotomy training from a phlebotomy program accredited by the California Department of Public Health. You must upload the certificate of completion during the online application process.

Complete at least 40 hours of experience in a clinical setting in the last 5 years. This experience must include at least 50 venipunctures and 10 skin punctures and observation of arterial punctures. You must upload a Letter of Phlebotomy Experience for California Certification (PDF) signed by an MD, DO, or CLB.

For an applicant with 1040 or more hours of on-the-job phlebotomy experience in the past 5 years:

Complete 20 hours of advanced didactic (classroom) phlebotomy training from a phlebotomy program accredited by the California Department of Public Health. You must upload the certificate of completion during the online application process.

Examination

You must have passed a national certification examination from one of the certifying organizations approved by the California Department of Public Health. The following certifying organizations are approved by the Department for the phlebotomist certification examination:

- American Certification Agency (ACA): <http://www.acacert.com/>
- American Medical Certification Association (AMCA): <https://www.amcaexams.com/>
- American Medical Technologists (AMT): <https://americanmedtech.org/>
- American Society of Clinical Pathology (ASCP): <http://www.ascp.org/>
- National Center for Competency Testing (NCCT/MMCI): <https://www.ncctinc.com/>
- National Healthcareer Association (NHA): <http://www.nhanow.com/>

Objective

To prepare students for employment in a variety of medical settings including doctors' offices, clinics, and other healthcare environments.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Accurately create, read, understand, and maintain medical records.
- Use ICD-10 and CPT coding books to properly code diagnoses and procedures.
- Demonstrate the ability to follow OSHA's Universal Precautions while performing lab procedures.
- Apply the concepts of basic pharmacology to determine drug dosages, side effects, and alternatives.
- Accurately determine dosage calculations.
- Use proper procedures for diagnostic testing.
- Perform non-invasive procedures according to proper guidelines.
- Perform venipuncture, butterfly technique, finger sticks, and injections according to proper guidelines.
- Consistently comply with all HIPAA standards.
- Model behavior that reflects confidence, competence and professionalism.

Medical Office Assistant Diploma with Phlebotomy Certificate Program Outline

Courses		Quarter Credits	Clock Hours
B115	College Success	1.0	20
B125	Career Preparation	3.0	40
MO116	Math for Medical Students	3.0	40
MO127A	Medical Terminology with Anatomy and Physiology A	4.0	40
MO127B	Medical Terminology with Anatomy and Physiology B	8.0	80
MO138	Medical Office Procedures	6.0	80
MO188A	Clinical Assisting A	6.0	80
MO188B	Clinical Assisting B	8.0	120
PH100	Phlebotomy	5.0	60
PH500	Phlebotomy Externship	1.0	40

Medical Billing and Coding Professional

Program Length: 42 Quarter Units/620 Clock Hours
37-48 Weeks (Day Program); 37-48 Weeks (Evening Program)

Required Cumulative Exam: None

Credential Awarded: Diploma

Standard Occupational Code(s): 29-2072.00 - Medical Records Specialists
29-2099.08 - Patient Representatives
43-6013.00 - Medical Secretaries and Administrative Assistants
43-9041.00 - Insurance Claims and Policy Processing Clerks

Sample of Reported Job Titles: *Please see Appendix A for a Sample of Reported Job Titles*

Requirements for Eligibility for Not applicable
Licensure:

Objective

To qualify students for employment in healthcare office settings with an emphasis on insurance billing, coding, medical records, and administrative front office responsibilities. Students will become proficient in using practice management billing software, electronic health records software, as well as Microsoft Office Suite products. Students will become adept in translating information from patient medical records using ICD-10, CPT, and HCPCS coding standards to provide evidence of medical necessity. This program helps prepare students for the Certified Medical Reimbursement Specialist (CMRS) certification. Exam vouchers are provided for students who meet the requirements of the Test Pass Assurance program (TPA).

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Perform administrative activities consistent with a medical office.
- Accurately create, read, understand, and maintain medical records.
- Demonstrate competence and understanding in the use of medical practice management software applications to competently perform the medical billing and coding process.
- Demonstrate competence and understanding of the workflow in a medical office by using Electronic Health Records software.
- Demonstrate an understanding of CPT, HCPCS, ICD-10-CM; ICD10-PCS codes used in healthcare to competently perform medical billing and coding.
- Employ learning strategies necessary to obtain the Certified Medical Reimbursement Specialist (CMRS) certification.
- Model behavior that reflects confidence, competence and professionalism.

Medical Billing and Coding Professional Program Outline

Courses		Quarter Credits	Clock Hours
B115	College Success	1.0	20
B125	Career Preparation	3.0	40
M110	Math in Business	3.0	40
MO127A	Medical Terminology with Anatomy and Physiology A	4.0	40
MO127B	Medical Terminology with Anatomy and Physiology B	8.0	80
MO138	Medical Office Procedures	6.0	80
MO165A	Medical Billing and Coding A	6.0	80
MO165B	Medical Billing and Coding B	6.0	80
MB500	Medical Billing and Coding Externship *	5.0	160

* Externship eligibility is partially determined by performance in MO165A and MO165B, which

includes demonstrated proficiencies in claims processing and coding skills. Externships are available during the day only.

Medical Billing and Coding Specialist

Program Length:	37 Quarter Units/460 Clock Hours 33-44 Weeks (Day Program); 33-44 Weeks (Evening Program)
Required Cumulative Exam:	None
Credential Awarded:	Diploma
Standard Occupational Code(s):	29-2072.00 - Medical Records Specialists 29-2099.08 - Patient Representatives 43-6013.00 - Medical Secretaries and Administrative Assistants 43-9041.00 - Insurance Claims and Policy Processing Clerks
Sample of Reported Job Titles:	<i>Please see Appendix A for a Sample of Reported Job Titles</i>
Requirements for Eligibility for Licensure:	Not applicable

Objective

To qualify students for employment in healthcare office settings with an emphasis on insurance billing, coding, medical records, and administrative front office responsibilities. Students will become proficient in using practice management billing software, electronic health records software, as well as Microsoft Office Suite products. Students will become adept in translating information from patient medical records using CPT, HCPCS and ICD-10 coding standards to provide evidence of medical necessity. This program helps prepare students for the Certified Medical Reimbursement Specialist (CMRS) certification. Exam vouchers are provided for students who meet the requirements of the Test Pass Assurance program (TPA).

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Perform administrative activities consistent with a medical office.
- Accurately create, read, understand, and maintain medical records.
- Demonstrate competence and understanding in the use of medical practice management software applications to competently perform the medical billing and coding process.
- Demonstrate competence and understanding of the workflow in a medical office by using Electronic Health Records software.
- Demonstrate an understanding of CPT, HCPCS, ICD-10-CM; ICD10-PCS codes used in healthcare to competently perform medical billing and coding.
- Employ learning strategies necessary to obtain the Certified Medical Reimbursement Specialist (CMRS) certification.
- Model behavior that reflects confidence, competence and professionalism.

Medical Billing and Coding Specialist Program Outline

Courses		Quarter Credits	Clock Hours
B115	College Success	1.0	20

Courses		Quarter Credits	Clock Hours
B125	Career Preparation	3.0	40
M110	Math in Business	3.0	40
MO127A	Medical Terminology with Anatomy and Physiology A	4.0	40
MO127B	Medical Terminology with Anatomy and Physiology B	8.0	80
MO138	Medical Office Procedures	6.0	80
MO165A	Medical Billing and Coding A	6.0	80
MO165B	Medical Billing and Coding B	6.0	80

Medical Administrative Assistant

Program Length: 25 Quarter Units/300 Clock Hours
22 Weeks (Day Program); 36 Weeks (Evening Program)

Required Cumulative Exam: None

Credential Awarded: Diploma

Standard Occupational Code(s): 43-6013.00 - Medical Secretaries and Administrative Assistants

Sample of Reported Job Titles: *Please see Appendix A for a Sample of Reported Job Titles*

Requirements for Eligibility for Not applicable
Licensure:

Objective

To prepare students for employment in a variety of medical settings including doctors' offices, clinics, and other healthcare environments.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Perform administrative activities consistent with a medical office.
- Accurately read, understand, and maintain medical records.
- Demonstrate an understanding of CPT, HCPCS, ICD-10-CM
- Use ICD-10 and CPT coding books to properly code diagnoses and procedures.
- Consistently comply with all HIPAA standards.
- Demonstrate competence and understanding in the use of medical practice management software applications.
- Model behavior that reflects confidence, competence and professionalism.

Medical Administrative Assistant Program Outline

Courses		Quarter Credits	Clock Hours
B115	College Success	1.0	20
B125	Career Preparation	3.0	40
MO116	Math for Medical Students	3.0	40
MO127A	Medical Terminology with Anatomy and Physiology A	4.0	40
MO127B	Medical Terminology with Anatomy and Physiology B	8.0	80
MO138	Medical Office Procedures	6.0	80

Technical Support Specialist

Program Length:	44 Quarter Units/560 Clock Hours 44 Weeks
Required Cumulative Exam:	None
Credential Awarded:	Diploma
Standard Occupational Code(s):	15-1231.00 - Computer Network Support Specialists 15-1232.00 - Computer User Support Specialists 15-1244.00 - Network and Computer Systems Administrators
Sample of Reported Job Titles:	<i>Please see Appendix A for a Sample of Reported Job Titles</i>
Requirements for Eligibility for Licensure:	Not applicable

Objective

To prepare the student for employment in end-user application work, computer operations, technical support, or a related computer field. This program is designed to help students prepare for the CompTIA A+ Certification exams for computer technicians. Exam vouchers are provided to students who meet requirements of the Test Pass Assurance (TPA) program.

Students who successfully complete this program are eligible to be considered for advancement to Year Two of the Information Technology— Cloud Administration degree program with the addition of M131B Mathematics Concepts, E111 Developmental Writing, and GE201 English Composition. Please contact the dean for further information.

Program Outcomes

Upon successful completion of the program, students will be able to do the following:

- Install, configure, and maintain computer equipment, mobile devices, and software for end users.
- Service components based on customer requirements.

- Understand networking basics and apply basic cybersecurity methods to mitigate threats.
- Properly and safely diagnose, resolve, and document common hardware and software issues.
- Apply troubleshooting skills and provide customer support using appropriate communication skills.
- Understand the basics of scripting, cloud technologies, virtualization, and multi-OS deployments in corporate environments.
- Demonstrate an understanding of networking terminology and basic network design and maintenance.
- Identify network security risks, construct strategies for effective network security.
- Employ learning strategies necessary to obtain CompTIA A+, CompTIA Network+ and CompTIA Security+ certification.
- Model behavior that reflects confidence, competence, and professionalism.

Technical Support Specialist Program Outline

Courses		Quarter Credits	Clock Hours
TS160	CompTIA A+ Core 1 and Technical Support	12	160
TS170	CompTIA A+ Core 2 and Certification Practice	12	160
IT201	Fundamental Networking Concepts	8.0	80
IT265	Network Security Concepts and Certification	9.0	120
B125	Career Preparation	3.0	40

AWS Cloud Solutions Architect

Program Length: 27 Quarter Units/320 Clock Hours
22 Weeks (Evening Program)

Required Cumulative Exam: None

Credential Awarded: Diploma

Standard Occupational Code(s): 15-1231.00 - Computer Network Support Specialists
15-1232.00 - Computer User Support Specialists
15-1299.00 - Computer Occupations, All Others
15-1299.04 - Penetration Testers
15-1299.08 - Computer Systems Engineers/Architects
15-1299.09 - Information Technology Project Managers
15-1241.01 - Computer Network Architects
15-1242.00 - Database Administrators
15-1244.00 - Network and Computer Systems Administrators

Sample of Reported Job Titles: *Please see Appendix A for a Sample of Reported Job Titles*

Requirements for Eligibility for Licensure: Not applicable

Objective

To prepare students for the AWS Cloud Practitioner and AWS Solutions Architect Associate certification exams. Successful graduates will be able to design, administer, secure, and troubleshoot networks using cloud-based tools provided by Amazon Web Services (AWS). In order to qualify for this rigorous program, applicants must provide verification of the following:

- Education, certification, or work experience in information technology
- Residency in the state of California
- Access to a laptop or desktop with broadband internet access

Due to the level of difficulty of this program, student progress and attendance will be closely monitored. Students must maintain a minimum C grade average and demonstrate excellent class attendance and participation in order to advance through the class series.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Describe cloud concepts related to cloud services, cloud architecture, cloud security and compliance.
- Design resilient, scalable, secure, and cost-efficient cloud architectures.
- Employ learning strategies necessary to obtain Amazon AWS Certified Cloud Practitioner and AWS Certified Solutions Architect certification.
- Model behavior that reflects confidence, competence, and professionalism.

AWS Cloud Solutions Architect Program Outline

Courses		Quarter Credits	Clock Hours
ITC211	Server Management	3.0	40
ITC225	AWS Cloud Foundations and Computing Architecture	12.0	120
ITC245	AWS Cloud Well-Architected Framework	9.0	120
B125	Career Preparation	3.0	40

Computer Technician

Program Length: 22 Quarter Units/320 Clock Hours
22 Weeks (Day and Night)

Required Cumulative Exam: None

Credential Awarded: Diploma

Standard Occupational Code(s): 15-1232.00 - Computer User Support Specialists

Sample of Reported Job Titles: *Please see Appendix A for a Sample of Reported Job Titles*

Requirements for Eligibility for Not applicable
Licensure:

Objective

To qualify the student for employment in a computer operations or technical support related position.

Program Outcomes

Upon successful completion of the program, students will be able to do the following:

- Install, configure, and maintain computer equipment, mobile devices, and software for end users.
- Service components based on customer requirements.
- Understand networking basics and apply basic cybersecurity methods to mitigate threats.
- Properly and safely diagnose, resolve, and document common hardware and software issues.
- Apply troubleshooting skills and provide customer support using appropriate communication skills.
- Understand the basics of scripting, cloud technologies, virtualization, and multi-OS deployments in corporate environments.
- Model behavior that reflects confidence, competence, and professionalism.

Computer Technician Program Outline

Courses		Quarter Credits	Clock Hours
TS160	CompTIA A+ Core 1 and Technical Support	12	160
TS170	CompTIA A+ Core 2 and Certification Practice	12	160

Information Technology – Systems Administrator

Program Length:	68 Quarter Units/840 Clock Hours 55 Weeks(Day Program)/66 Weeks (Evening Program)
Required Cumulative Exam:	None
Credential Awarded:	Diploma
Standard Occupational Code(s):	15-1231.00 - Computer Network Support Specialists 15-1232.00 - Computer User Support Specialists 15-1299.00 - Computer Occupations, All Others 15-1299.04 - Penetration Testers 15-1299.09 - Information Technology Project Managers 15-1242.00 - Database Administrators 15-1244.00 - Network and Computer Systems Administrators
Sample of Reported Job Titles:	<i>Please see Appendix A for a Sample of Reported Job Titles</i>
Requirements for Eligibility for Licensure:	Not applicable

Objective

The Information Technology - Systems Administrator program is designed to prepare graduates for a career in system administration. Successful graduates will be able to design, administer, maintain, secure, and troubleshoot PC networks utilizing Windows Server and Linux server operating systems. CompTIA courses prepare students for the CompTIA A+, Network+, and Security+ certifications. The Amazon AWS course

introduces cloud computing technologies aimed towards successful completion of AWS certifications. Exam vouchers are provided for students who meet the requirements of the Test Pass Assurance (TPA) program. Students receive benefits available to CompTIA Academy Partners and Microsoft Azure Dev Tools.

Due to the level of difficulty of this program, student progress and attendance will be closely monitored. Students must maintain a minimum C grade average and demonstrate excellent class attendance and participation in order to advance through the class series. Students who successfully complete this program are eligible for consideration to pursue an A.A.S. degree in Information Technology Cloud Administration with additional coursework. Please contact the dean for further information.

Program Outcomes

Upon successful completion of the program, students will be able to do the following:

- Install, configure, and maintain computer equipment, mobile devices, and software for end users.
- Service components based on customer requirements.
- Understand networking basics and apply basic cybersecurity methods to mitigate threats.
- Properly and safely diagnose, resolve, and document common hardware and software issues.
- Apply troubleshooting skills and provide customer support using appropriate communication skills.
- Understand the basics of scripting, cloud technologies, virtualization, and multi-OS deployments in corporate environments.
- Demonstrate an understanding of terminology and functions for network operating systems and network services in a business network.
- Describe cloud concepts related to cloud services, cloud architecture, cloud security and compliance.
- Design resilient, scalable, secure, and cost-efficient cloud architectures.
- Employ learning strategies necessary to obtain Amazon AWS Certified Cloud Practitioner and AWS Certified Solutions Architect certification.
- Demonstrate an understanding of networking terminology and basic network design and maintenance necessary to obtain CompTIA Network+ certification.
- Identify network security risks, construct strategies for effective network security, and employ learning strategies necessary to obtain CompTIA Security+ certification.
- Model behavior that reflects confidence, competence, and professionalism.

Information Technology – Systems Administrator Program Outline

Courses		Quarter Credits	Clock Hours
TS160	CompTIA A+ Core 1 and Technical Support	12	160
TS170	CompTIA A+ Core 2 and Certification Practice	12	160
IT201	Fundamental Networking Concepts	8.0	80
IT265	Network Security Concepts and Certification	9.0	120
ITC211	Server Management	3.0	40
ITC225	AWS Cloud Foundations and Computing Architecture	12.0	120

Courses		Quarter Credits	Clock Hours
ITC245	AWS Cloud Well-Architected Framework	9.0	120
B125	Career Preparation	3.0	40

Legal Administrative Assistant

The Legal Administrative Assistant Certificate Program is NOT American Bar Association approved and it does not prepare students to work as paralegals.

Program Length: 35.25 Quarter Units/480 Clock Hours
44 Weeks (Day Program); 44 Weeks (Evening Program)

Required Cumulative Exam: None

Credential Awarded: Diploma

Standard Occupational Code(s): 43-6012.00 - Legal Secretaries and Administrative Assistants
43-4071.00 - File Clerk
43-4171.00 - Receptionists and Information Clerks

Sample of Reported Job Titles: *Please see Appendix A for a Sample of Reported Job Titles*

Requirements for Eligibility for Not applicable
Licensure:

Objective

To qualify the student for employment in various office settings, with an emphasis in law office-related work. Students will become proficient in the use of the Microsoft Office Suite products included in the program.

Each course within this program is acceptable for full credit toward an associate degree in Paralegal Studies. Students who successfully complete this program are eligible to be considered for advancement to Year Two of the A.A. degree program in Paralegal Studies with additional coursework. Please contact the dean for further information.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Use technology and writing skills to produce legal documents, judicial council forms, memoranda, local court forms, and correspondence in accordance with legal standards to identify correctly completed assignments in the area of litigation.

- Apply general knowledge of California's litigation practice and procedure, primarily focusing on the areas of general civil litigation, terminology, and office procedures to work effectively and efficiently in a legal environment. Apply organizational, communication, problem-solving, and critical thinking skills to effectively address routine and novel situations, through written and verbal communication, including grammar, punctuation, spelling, word usage, and sentence structure.
- Demonstrate proficiency in the ability to evaluate facts and situations logically and to reach rational conclusions, understanding of accepted professional standards of conduct.
- Use proficiency in records management, office equipment and supplies management, computer technology, office etiquette, and personnel management.
- Apply general knowledge of accounting terminology, principles, account management, and arithmetical calculations which might be performed in a law office or legal department.
- Model behavior that reflects confidence, competence and professionalism.

Legal Administrative Assistant Program Outline

Courses		Quarter Credits	Clock Hours
A121A	Accounting	2.5	40
A150	Computerized Accounting	3.0	40
B115	College Success	1.0	20
B125	Career Preparation	3.0	40
CC110	Computer Concepts 1	5.0	80
E100	English Fundamentals	5.0	60
GE202	English Composition	6.75	80
L110A/B	Beginning Legal Litigation and Terminology	3.0	40
L115A/B	Advanced Legal Litigation and Discovery	3.0	40
M110	Math in Business	3.0	40

Legal Receptionist/Document Administrator

The Legal Receptionist/Document Administrator Certificate Program is NOT American Bar Association approved and it does not prepare students to work as paralegals.

Program Length: 26 Quarter Units/360 Clock Hours
44 Weeks (Day Program); 44 Weeks (Evening Program)

Required Cumulative Exam: None

Credential Awarded: Diploma

Standard Occupational Code(s): 43-6012.00 - Legal Secretaries and Administrative Assistants
43-4071.00 - File Clerk
43-4171.00 - Receptionists and Information Clerks

Sample of Reported Job Titles: *Please see Appendix A for a Sample of Reported Job Titles*

Requirements for Eligibility for Not applicable
Licensure:

Objective

To qualify the student for employment in various office settings, with an emphasis in law office-related work.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Use technology and writing skills to produce legal documents, judicial council forms, memoranda, local court forms, and correspondence in accordance with legal standards to identify correctly completed assignments in the area of litigation.
- Apply general knowledge of California's litigation practice and procedure, primarily focusing on the areas of general civil litigation, terminology, and office procedures to work effectively and efficiently in a legal environment. Apply organizational, communication, problem-solving, and critical thinking skills to effectively address routine and novel situations, through written and verbal communication, including grammar, punctuation, spelling, word usage, and sentence structure.
- Demonstrate proficiency in the ability to evaluate facts and situations logically and to reach rational conclusions, understanding of accepted professional standards of conduct.
- Model behavior that reflects confidence, competence and professionalism.

Legal Receptionist/Document Administrator Program Outline

Courses		Quarter Credits	Clock Hours
A121A	Accounting	3.0	40
B115	College Success	1.0	20
B125	Career Preparation	3.0	40
CC110	Computer Concepts 1	5.0	80
E100	English Fundamentals	5.0	60
L110A/B	Beginning Legal Litigation and Terminology	3.0	40
L115A/B	Advanced Legal Litigation and Discovery	3.0	40
M110	Math in Business	3.0	40

Cosmetology

Program Length: 40 Quarter Units/1,000 Clock Hours
30 Weeks Full Time; 45 Weeks Part Time

Required Cumulative Exam:	None
Credential Awarded:	Diploma
Standard Occupational Code(s):	39-5012.00 - Hairdressers, Hairstylists, and Cosmetologists 39-5091.00 - Makeup Artists, Theatrical and Performance 39-5092.00 - Manicurists & Pedicurists 39-5093.00 - Shampooers 39-5094.00 - Skincare Specialists 43-4171.00 - Receptionists and Information Clerks

Sample of Reported Job Titles: *Please see Appendix A for a Sample of Reported Job Titles*

Requirements for Eligibility for Licensure: Applicants for licensure must first be eligible for examination given by the California Board of Barbering & Cosmetology. Applicants must have completed at least 1,000 hours of study at a licensed school of Cosmetology, be seventeen (17) years of age, have completed the 10th grade or equivalent, and have a Social Security card and government-issued photo ID.

Applicants will also need to provide background information to the California Board of Barbering & Cosmetology regarding any conviction(s) and any professional licenses or registrations that have been denied, suspended, revoked, or placed on probation. Please visit the California Board of Barbering & Cosmetology website for additional information: <https://www.barbercosmo.ca.gov/>.

Effective January 1, 2022, the practical exam is no longer required for licensure. The California Board of Barbering & Cosmetology now requires a written examination offered by PSI. The PSI Candidate Information Bulletin can be downloaded from the California Board of Barbering & Cosmetology website: <https://www.barbercosmo.ca.gov/>.

Applicants will first submit an examination application to the California Board of Barbering & Cosmetology. After the examination application has been approved by the Board, a PSI handbook will be sent to the candidate. The candidate will then schedule the written exam at a time and PSI location of their choice.

Objective

To prepare future professionals with the knowledge and skills necessary to become licensed cosmetologists through the State of California and launch careers in the field of cosmetology. The program follows the highly successful Paul Mitchell approach toward developing a full range of professional skills in hair, skin, and nail care as well as in client relations, and retail sales. As future professionals move through each phase of the program, they will successfully demonstrate the knowledge, skills, and confidence they have acquired in the classroom and on the clinic floor.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Discuss and adhere to the laws and rules regulating the cosmetology industry in the State of California.
- Discuss and apply the scientific aspects of cosmetology, including anatomy and physiology, chemistry and bacteriology to their professional activities.
- Follow general sanitation procedures and safety guidelines as applied to all aspects of hair, skin and nail care.
- Consistently apply appropriate Paul Mitchell systems techniques in the following areas:

- o Hair cutting and styling;
- o Hair coloring, permanent waving, chemical relaxing, and other scalp and hair treatments;
- o Skin care treatments and the application of cosmetics;
- o Manicures, pedicures and nail techniques.
- Make appropriate product recommendations and properly advise customers on the product's use and safety.
- Apply fundamental business practices to a salon environment, including customer service, and retail skills.
- Demonstrate an understanding of service and sales techniques.
- Demonstrate an understanding of the skills needed for building and retaining clientele.
- Demonstrate an understanding of California state requirements and procedures for licensed Cosmetologists.

Cosmetology Program Outline

Courses		Quarter Credits	Clock Hours
C103	CORE	8.0	200
C305	Adaptive A	10.0	250
C307	Adaptive B	8.0	200
C403A	Creative A	10.0	250
C403B	Creative B	4.0	100

For additional details please review the Paul Mitchell the School – Campus catalog supplement.

Barbering

Program Length: 40 Quarter Units/1000 Clock Hours
30 Weeks Full Time; 45 Weeks Part Time

Required Cumulative Exam: None

Credential Awarded: Diploma

Standard Occupational Code(s): 39-5011.00 - Barbers

Sample of Reported Job Titles: *Please see Appendix A for a Sample of Reported Job Titles*

Requirements for Eligibility for Licensure: Applicants for licensure must first be eligible for examination given by the California Board of Barbering & Cosmetology. Applicants must have completed at least 1,000 hours of study at a licensed school of Barbering, be seventeen (17) years of age, have completed the 10th grade or equivalent, and have a Social Security card and government-issued photo ID. Applicants will also need to provide background information to the California Board of Barbering & Cosmetology regarding any conviction(s) and any professional licenses or registrations that have been denied, suspended, revoked, or placed on probation. Please visit the California Board of Barbering & Cosmetology website for additional information: <https://www.barbercosmo.ca.gov/>.

Effective January 1, 2022, the practical exam is no longer required for licensure. The California Board of Barbering & Cosmetology now requires a written examination offered by PSI. The PSI Candidate Information Bulletin can be downloaded from the California Board of Barbering & Cosmetology website: <https://www.barbercosmo.ca.gov/>. Applicants will first submit an examination application to the California Board of Barbering & Cosmetology. After the examination application has been approved by the Board, a PSI handbook will be sent to the candidate. The candidate will then schedule the written exam at a time and PSI location of their choice.

Objective

To prepare future professionals with the knowledge and skills necessary to become licensed barbers with the State of California. The program follows the highly successful Paul Mitchell approach toward developing a full range of professional skills in hair, skin, and barbering as well as in client relations, and retail sales. As future professionals move through each phase of the program, they will successfully demonstrate the knowledge, skills, and confidence they have acquired in the classroom and on the clinic floor.

Program Description

The barbering program is a comprehensive program that is based on the requirements set forth by the State of California Board of Barbering and Cosmetology and meets all educational requirements (instruction and required operations) for becoming a licensed barber in the State of California. The total length of the program is 1000 hours. Upon successful completion, future professionals will earn a diploma in barbering and will be eligible to pursue licensure with the State of California. All students considered for enrollment into the barbering program must possess a positive attitude and an ability to benefit from the program, and demonstrate good attendance, a cooperative work style and a strong work ethic.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Describe and adhere to the laws and rules regulating the cosmetology and barbering industry in the State of California.
- Discuss and apply the scientific aspects of cosmetology and barbering, including anatomy and physiology, chemistry and bacteriology to their professional activities.
- Follow general sanitation procedures and safety guidelines as applied to all aspects of hair, skin and shaving and beard maintenance.
- Consistently apply appropriate principles and techniques in the following areas:
 - o Hair cutting and styling following the Paul Mitchell Barbering system.
 - o Skin care treatments for men.
 - o Beard Design, shaving with straight edge razors and maintenance.
- Perform salon services in a friendly, competent, and professional manner.
- Make appropriate product recommendations and properly advise customers on the product's use and safety.
- Apply fundamental business practices to a barbershop or salon environment, including customer service, retail skills, and client recordkeeping.

Barbering Program Outline

Courses		Quarter Credits	Clock Hours
BR100	Barbering CORE	8.0	200
BR300A	Barbering Adaptive A	10.0	250
BR301B	Barbering Adaptive B	8.0	200
BR401A	Barbering Creative A	10.0	250
BR401B	Barbering Creative B	4.0	100

For additional details please review the Paul Mitchell the School – Campus catalog supplement.

Cosmetology and Barbering

Program Length: 48 Quarter Units/1200 Clock Hours
36 Weeks (Full Time); 54 Weeks (Part Time)

Required Cumulative Exam: None

Credential Awarded: Diploma

Standard Occupational Code(s): 39-5011.00 - Barbers
39-5012.00 - Hairdressers, Hairstylists, and Cosmetologists
39-5091.00 - Makeup Artists, Theatrical and Performance
39-5092.00 - Manicurists & Pedicurists
39-5093.00 - Shampooers
39-5094.00 - Skincare Specialists
43-4171.00 - Receptionists and Information Clerks

Sample of Reported Job Titles: *Please see Appendix A for a Sample of Reported Job Titles*

Requirements for Eligibility for Licensure: Applicants for licensure must first be eligible for examination given by the California Board of Barbering & Cosmetology. Applicants must have completed at least 1,000 hours of study at a licensed school of Cosmetology and Barbering, be seventeen (17) years of age, have completed the 10th grade or equivalent, and have a Social Security card and government-issued photo ID. Applicants will also need to provide background information to the California Board of Barbering & Cosmetology regarding any conviction(s) and any professional licenses or registrations that have been denied, suspended, revoked, or placed on probation. Please visit the California Board of Barbering & Cosmetology website for additional information: <https://www.barbercosmo.ca.gov/>. Effective January 1, 2022, the practical exam is no longer required for licensure. The California Board of Barbering & Cosmetology now requires a written examination offered by PSI. The PSI Candidate Information Bulletin can be downloaded from the California Board of Barbering & Cosmetology website: <https://www.barbercosmo.ca.gov/>. Applicants will first submit an examination application to the California Board of Barbering & Cosmetology. After the examination application has been approved by the Board, a PSI handbook will be sent to the

candidate. The candidate will then schedule the written exam at a time and PSI location of their choice.

Objective

To prepare future professionals with the knowledge and skills necessary to become licensed cosmetologists or barbers through the State of California. The program follows the highly successful Paul Mitchell approach toward developing a full range of professional skills in hair, skin, and nail care as well as in client relations, retail sales, and the fundamentals of salon management. As future professionals move through each phase of the program, they will successfully demonstrate the knowledge, skills, and confidence they have acquired in the classroom and on the clinic floor.

Program Description

The Cosmetology and Barbering Program is a comprehensive program that is based on the requirements set forth by the State of California Board of Barbering and Cosmetology and meets all educational requirements (instruction and required operations) for becoming a licensed cosmetologist and/or a barber in the State of California. The total length of the program is 1200 hours. Upon successful completion, future professionals will earn a diploma in Cosmetology and Barbering and will be eligible to pursue licensure with the State of California. Please note: Students must qualify, apply for, and pass the cosmetology and barbering licensure exams separately.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Consistently apply appropriate Paul Mitchell systems techniques in the following areas:
 - Hair cutting and styling.
 - Hair coloring, permanent waving, chemical relaxing, and other scalp and hair treatments.
 - Skin care treatments and the application of cosmetics.
 - Manicures, pedicures and advanced nail techniques.
 - Hair cutting and styling following the Paul Mitchell Barbering system.
 - Skin care treatments for men.
 - Beard Design, shaving with straight edge razors and maintenance.
- Demonstrate an understanding of the skills needed for building and retaining clientele.
- Demonstrate an understanding of California state requirements and procedures for licensed Cosmetologists/Barbers.
- Describe and adhere to the laws and rules regulating the cosmetology and barbering industry in the State of California.
- Discuss and apply the scientific aspects of cosmetology and barbering, including anatomy and physiology, chemistry and bacteriology to their professional activities.
- Follow general sanitation procedures and safety guidelines as applied to all aspects of hair, skin and nail care.
- Perform salon services in a friendly, competent, and professional manner.
- Make appropriate product recommendations and properly advise customers on the product's use and safety.
- Apply fundamental business practices to a salon environment, including customer service, retail skills, and client recordkeeping.

Cosmetology and Barbering Program Outline

Courses		Quarter Credits	Clock Hours
C103	CORE	8.0	200
C305	Adaptive A	10.0	250
C307	Adaptive B	8.0	200
C403A	Creative A	10.0	250
C403B	Creative B	4.0	100
C470	Barbering Techniques	8.0	200

For additional details please review the Paul Mitchell the School – Campus catalog supplement.

Degree Programs

Paralegal Studies – Associate of Arts

Program Length:	<u>Year One:</u> 63.25 Quarter Units/760 Clock Hours 55 Weeks (Day Program); 66 Weeks (Evening Program) <u>Year Two:</u> 48.5 Quarter Units/485–585 Clock Hours 48-60 Weeks (Evening Program)
Required Cumulative Exam:	None
Credential Awarded:	Associate of Arts Degree
Standard Occupational Code(s):	23-2011.00 - Paralegals and Legal Assistants 43-4031.00 - Court Municipal, and License Clerks 43-4071.00 - File Clerk 43-4171.00 - Receptionists and Information Clerks 43-6012.00 - Legal Secretaries and Administrative Assistants
Sample of Reported Job Titles:	<i>Please see Appendix A for a Sample of Reported Job Titles</i>
Requirements for Eligibility for Licensure:	Not applicable

Definition of Paralegal

The American Bar Association has adopted the following definition: “A paralegal is a person, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible.”

General Information

Campus’ Paralegal Studies program is one of a select group of Paralegal Studies education programs approved by the American Bar Association. The faculty is attorneys, paralegals, and other qualified individuals who have practical experience in the fields they teach. It is our intent that graduates will act as ambassadors

for this institution in proclaiming and supporting the demand for educational excellence in the training of paralegals.

Students must complete a minimum of 9 semester credits, or equivalent (13.5 quarter credits) of legal specialty courses in synchronous instruction.

Program Objective

The Paralegal Studies program at Campus prepares students for employment as paralegals working under the supervision of an attorney. The program is designed to strengthen the student's ability to reason, understand, and apply correct principles of law by emphasizing analytical and critical thinking skills as well as practical application of substantive and procedural law.

Program Description

The Paralegal Studies program consists of two parts: general education and business classes in the first year and legal specialty classes in the second year.

The first year of the program has three components: a broad-based general education in five areas of study, an introduction to legal terminology and procedures, and a solid foundation in the Microsoft Office Suite products. This program prepares students for entry-level employment in various legal administrative capacities. Upon completion of the first year, students are encouraged to work in a legal environment while completing their second year.

Courses in the second year of the program emphasize legal writing and analysis, the civil litigation process, and major areas of substantive and procedural law. Graduates of the Paralegal Studies degree program are prepared to work as paralegals, contributing to the economical and efficient delivery of legal services in private law firms, government, or other legal environments.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

Year One

- Use technology and writing skills to produce legal documents, judicial council forms, memoranda, local court forms, and correspondence in accordance with legal standards to identify correctly completed assignments in the area of litigation.
- Apply general knowledge of California litigation practice and procedure, primarily focusing on the areas of general civil litigation, terminology, and office procedures to work effectively and efficiently in a legal environment.
- Apply organizational, communication, problem-solving, and critical thinking skills to effectively address routine and novel situations, through written and verbal communication, including grammar, punctuation, spelling, word usage, and sentence structure.
- Demonstrate proficiency in the ability to evaluate facts and situations logically and to reach rational conclusions; understanding of accepted professional standards of conduct.
- Use proficiency in records management, office equipment and supplies management, computer technology, office etiquette, and personnel management.
- Apply general knowledge of accounting terminology, principles, account management, and arithmetical calculations which might be performed in a law office or legal department.
- Model behavior that reflects confidence, competence and professionalism.

Year Two

- Represent the legal profession in a professional and ethical manner, adhering to the Business and Professions Code section 6450, et seq.
- Apply communication and problem-solving, and critical thinking skills to gauge and supply information that will be needed by supervising attorneys, colleagues, and clients.
- Demonstrate an understanding of how to assist the supervising attorney(s) with interviews, pre-trial, trial, and post-trial preparation, discovery, and the preparation of legal documents.
- Utilize oral and written communication skills through the preparation of legal documents and by conducting research, interviews, and investigations.
- Demonstrate an understanding of how to maintain and update legal skills and knowledge of the legal profession through continuing education, independent learning, and/or community service.
- Work independently and as a team member to complete required projects and tasks effectively and within specific time frames.
- Use technology effectively to research legal issues and cases; prepare and edit legal documents; maintain client/case files; perform electronic filing; computerized calendaring; e-Discovery, various legal software, and cloud-based repositories.

Paralegal Studies Program Outline**Year One**

Courses		Quarter Credits	Clock Hours
A121A	Accounting	2.5	40
A150	Computerized Accounting	3.0	40
B115	College Success	1.0	20
B125	Career Preparation	3.0	40
CC110	Computer Concepts 1	5.0	80
E100	English Fundamentals	5.0	60
GE202	English Composition	6.75	80
GE 230	Fundamentals of Economics	4.0	40
GE232	Ethics in Society	4.0	40
GE234	American Government	4.0	40
GE240	Environmental Science	4.0	40
GE251	Contemporary American History	4.0	40
GE261	Statistics	4.0	40
L110A/B	Beginning Legal Litigation and Terminology	3.0	40

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Courses		Quarter Credits	Clock Hours
L115A/B	Advanced Legal Litigation and Discovery	3.0	40
M110	Math in Business	3.0	40
M132	Mathematics Concepts	4.0	40

Year Two

Required Courses		Quarter Credits	Clock Hours
L101	Introduction to the Legal Environment*	0.0	20
LA215	Legal Writing and Analysis	4.0	40
LA218	Introduction to the Paralegal Profession, Ethics, Client Interviewing, and Investigation	4.0	40
LA221	Introduction to Civil Litigation	4.0	40
LA226	Legal Research	4.0	40
LA235	Torts in Personal Injury Cases	4.0	40
LA246	Technology for Paralegals	4.0	40
LA251	Advanced Litigation	4.0	40
LA260	Career Workshop for Paralegals	0.5	5
LA281	Principles of Contract Law	4.0	40
LA283	Administrative Law	4.0	40
LA500	Advanced Legal Writing Practicum	4.0	40
Elective Law Courses (Subject to scheduling availability; two courses will be chosen)		Quarter Credits	Clock Hours
LA230E	Probate and Estate Planning	4.0	40
LA240E	Family Law	4.0	40
LA282E	Employment and Workers' Compensation Law	4.0	40
LA284E	Law of Business Organizations	4.0	40
LA286E	Criminal Law	4.0	40

LA288E	E-Discovery	4.0	40
LA560E	Internship for Paralegals	4.0	120

Business Administration - Associate of Arts

Program Length:	92 Quarter Credits/690 Clock Hours 88 Weeks
Required Cumulative Exam:	None
Credential Awarded:	Associate of Arts Degree
Standard Occupational Code(s):	11-3012.00 - Administrative Services Managers
Sample of Reported Job Titles:	<i>Please see Appendix A for a Sample of Reported Job Titles</i>
Requirements for Eligibility for Licensure:	Not applicable

Program Objective

The online associate degree in business administration (AABA) provides the graduate with general administrative skills as well as a diversified background in business management principles, preparing them to work in a range of industries and for a variety of organizations. Graduates are equipped with the tools and knowledge they need to become competent professionals and business leaders.

Program Description

The 2-year AABA program prepares students for employment in entry-level positions in office and business administration. Students who complete the program will have a solid foundation in business communications and mastery of workplace tools and technologies. Students in the program are prepared with strong fundamentals in business management. The program includes general education courses as well as specific business administration courses that are the core of the degree. Students who complete the Business Administration degree program will be prepared to apply a wide range of concepts in management, marketing, human resources, and finance.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Compose clear, organized business documents, including professional letters and memos tailored to a specific audience.
- Perform fundamental accounting and finance procedures including journalizing transactions, preparing financial statements, and completing bank reconciliations.
- Create and present professional reports and presentations with appropriate data and visual aids.
- Use professional software to organize, execute, maintain, and improve business operations.
- Apply management, marketing, customer service, and interpersonal skills to business situations.
- Model behavior that reflects confidence, competence, and professionalism.

Business Administration Program Outline

Courses		Quarter Credits	Clock Hours
ACCT 100	Financial Accounting I	4.0	40
ACCT 200	Financial Accounting II	4.0	40
BUSN 105	Introduction to Business	4.0	40
BUSN 130	Principles of Microeconomics	4.0	40
BUSN 210	Entrepreneurship	4.0	40
BUSN 150	Business & Professional Ethics	4.0	40
BUSN 160	Principles of Marketing	4.0	40
BUSN 205	Principles of Management	4.0	40
BUSN 180	Principles of Macroeconomics	4.0	40
BUSN 200	Digital Marketing	4.0	40
BUSN 210	Business Law	4.0	40
BUSN 220	Modern Finance	4.0	40
BUSN 230	Small Business Management	4.0	40
BUSN 275	Strategic Management (Capstone)	4.0	40
BUSN 250	Business Communications & Professional Development	4.0	40
COLL 100	College Success	1.0	10
COLL 110	Presentation Skills	2.0	10
COLL 120	AI for Business	1.0	10
CPTR 125	Spreadsheets & Databases	4.0	40
ENGL 125	English Composition	4.0	40
ENGL 200	Advanced Composition	4.0	40
GE 150	Introduction to Logic & Critical Thinking	4.0	40
GE 110	American Government	4.0	40
GE 125	Environmental Science & Ecological Living	4.0	40
MATH 125	Quantitative Reasoning	4.0	40

Courses		Quarter Credits	Clock Hours
Elective Courses (Subject to scheduling availability; students may replace any above equivalent credit courses upon approval.)		Quarter Credits	Clock Hours
MATH 200	Calculus 1	4.0	40
BUSN 240	Applied Entrepreneurship	4.0	40

Business Administration with an Emphasis in Healthcare – Associate of Arts

Program Length:	115 Quarter Units/950 Clock Hours 106 Weeks
Required Cumulative Exam:	None
Credential Awarded:	Associate of Arts Degree
Standard Occupational Code(s):	11-3012.00 - Administrative Services Managers 31-9092.00 - Medical Assistants 31-9097.00 - Phlebotomists 43-6013.00 - Medical Secretaries and Administrative Assistants
Sample of Reported Job Titles:	<i>Please see Appendix A for a Sample of Reported Job Titles</i>
Requirements for Eligibility for Licensure:	Not applicable

Program Objective

The online associate degree provides the graduate with general administrative skills as well as a diversified background in business management principles, preparing them to work in a range of industries and for a variety of organizations. Graduates are equipped with the tools and knowledge they need to become competent professionals and business leaders.

Students with an interest in healthcare business administration may choose to complete the Business Administration Associate of Arts Degree with an emphasis in healthcare. To earn this credential, students must complete the core business administration program in addition to 23 quarter credits of acceptable elective courses. Please see the program outline below.

Program Description

Students who complete the program will have a solid foundation in business communications and mastery of workplace tools and technologies. Students in the program are prepared with strong fundamentals in business management. The program includes general education courses as well as specific business administration courses that are the core of the degree. Students who complete the degree program will be prepared to apply a wide range of concepts in management, marketing, human resources, and finance.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Compose clear, organized business documents, including professional letters and memos tailored to a specific audience.
- Perform fundamental accounting and finance procedures including journalizing transactions, preparing financial statements, and completing bank reconciliations.
- Create and present professional reports and presentations with appropriate data and visual aids.
- Use professional software to organize, execute, maintain, and improve business operations.
- Apply management, marketing, customer service, and interpersonal skills to business situations.
- Model behavior that reflects confidence, competence and professionalism.

Business Administration with an Emphasis in Healthcare Program Outline

Required Courses		Quarter Credits	Clock Hours
ACCT 100	Financial Accounting I	4.0	40
ACCT 200	Financial Accounting II	4.0	40
BUSN 105	Introduction to Business	4.0	40
BUSN 130	Principles of Microeconomics	4.0	40
BUSN 210	Entrepreneurship	4.0	40
BUSN 150	Business & Professional Ethics	4.0	40
BUSN 160	Principles of Marketing	4.0	40
BUSN 205	Principles of Management	4.0	40
BUSN 180	Principles of Macroeconomics	4.0	40
BUSN 200	Digital Marketing	4.0	40
BUSN 210	Business Law	4.0	40
BUSN 220	Modern Finance	4.0	40
BUSN 230	Small Business Management	4.0	40
BUSN 275	Strategic Management (Capstone)	4.0	40
BUSN 250	Business Communications & Professional Development	4.0	40
COLL 100	College Success	1.0	10
COLL 110	Presentation Skills	2.0	10
COLL 120	Design	1.0	10
CPTR 125	Spreadsheets & Databases	4.0	40

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ENGL 125	English Composition	4.0	40
ENGL 200	Advanced Composition	4.0	40
GE 150	Introduction to Logic & Critical Thinking	4.0	40
GE 110	American Government	4.0	40
GE 125	Environmental Science & Ecological Living	4.0	40
MATH 125	Quantitative Reasoning	4.0	40
Elective Courses (Students must complete 23 quarter credits)		Quarter Credits	Clock Hours
M110	Mathematics in Business	3	40
MB500	Medical Billing and Coding Externship	5.0	160
MO116	Math for Medical Students	3	40
MO127A	Medical Terminology with Anatomy and Physiology	4.0	40
MO127B	Medical Terminology with Anatomy and Physiology	8	80
MO138	Medical Front Office Procedures	6	80
MO165A	Medical Billing and Coding A	6	80
MO165B	Medical Billing and Coding B	6	80
MO188A	Clinical Assisting A	6	80
MO188B	Clinical Assisting B	8	120
MO500	Medical Assisting Externship	5.0	160
PH100	Phlebotomy	5.0	60
PH500	Phlebotomy Externship	1.0	40

Business Administration with a Concentration in Applied AI- Associate of Arts

Program Length:	92 Quarter Credits/690 Clock Hours 88 Weeks
Required Cumulative Exam:	None
Credential Awarded:	Associate of Arts Degree
Standard Occupational Code(s):	11-3012.00 - Administrative Services Managers
Sample of Reported Job Titles:	<i>Please see Appendix A for a Sample of Reported Job Titles</i>
Requirements for Eligibility for Licensure:	Not applicable

Program Objective

The online associate degree provides the graduate with general administrative skills as well as a diversified background in business management principles, preparing them to work in a range of industries and for a variety of organizations. Graduates are equipped with the tools and knowledge they need to become competent professionals and business leaders.

Students with an interest in artificial intelligence applications for business administration may choose to complete the Business Administration Associate of Arts Degree with a concentration in Applied AI. To earn this credential, students must complete the core business administration program in addition to 20 quarter credits of concentration specific courses and 12 quarter credits of acceptable electives. Please see the program outline below.

Program Description

Students who complete the program will have a solid foundation in business communications and mastery of workplace tools and technologies. Students in the program are prepared with strong fundamentals in business management. The program includes general education courses as well as specific business administration courses that are the core of the degree. Students who complete the degree program will be prepared to apply a wide range of concepts in management, marketing, human resources, and finance.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Compose clear, organized business documents using AI tools for drafting and editing, including professional letters and memos tailored to a specific audience.
- Perform fundamental accounting and finance procedures including journalizing transactions, preparing financial statements, and completing bank reconciliations.
- Create and present professional reports and presentations with appropriate data and visual aids.
- Use AI-enhanced software to organize, execute, maintain, and improve business operations, leveraging AI capabilities to support data-driven decisions and operational efficiency.
- Apply management, marketing, customer service, and interpersonal skills to business situations.
- Model behavior that reflects confidence, competence and professionalism.

Business Administration with a Concentration in Applied AI- Associate of Arts Program Outline

Core Courses <i>(AABA Students must complete all of the below courses unless special exceptions are made.)</i>		Quarter Credits	Clock Hours
ACCT 100	Financial Accounting I	4.0	30
ACCT 200	Financial Accounting II	4.0	30
BUSN 105	Introduction to Business	4.0	30
BUSN 130	Principles of Microeconomics	4.0	30
BUSN 160	Principles of Marketing	4.0	30
BUSN 205	Principles of Management	4.0	30
BUSN 180	Principles of Macroeconomics	4.0	30
BUSN 250	Business Communications & Professional Development	4.0	30
COLL 100	College Success	1.0	10
COLL 110	Presentation Skills	2.0	10
COLL 120	AI for Business	1.0	10
ENGL 125	English Composition	4.0	30
ENGL 200	Advanced Composition	4.0	30
GE 150	Introduction to Logic & Critical Thinking	4.0	30
CPTR 125	Spreadsheets & Databases	4.0	30
BUSN 150	Business & Professional Ethics	4.0	30
MATH 125	Quantitative Reasoning	4.0	30
Elective Courses		Quarter Credits	Clock Hours

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<i>(Students must complete all of the courses below unless they are replacing these courses with concentration specific courses.)</i>			
GE 110	American Government	4.0	30
BUSN 200	Digital Marketing	4.0	30
BUSN 210	Business Law	4.0	30
GE 125	Environmental Science & Ecological Living	4.0	30
BUSN 210	Entrepreneurship	4.0	30
BUSN 230	Small Business Management	4.0	30
BUSN 275	Strategic Management	4.0	30
BUSN 220	Modern Finance	4.0	30
Concentration Courses <i>(Students must complete all of the following courses to complete the Associate of Arts in Business Administration with an Emphasis in AI for Business. These courses may replace any elective courses.)</i>		Quarter Credits	Clock Hours
AI 105	Introduction to Applied AI	4.0	30
AI 125	Data Analysis with AI	4.0	30
AI 135	Business Research and Document Analysis	4.0	30
AI 205	AI Integration in Business I	4.0	30
AI 225	AI Integration in Business II	4.0	30

Campus Scholars Jump Start Program – College Success

Program Length: 1 Quarter Unit/10 Clock Hours

Required Cumulative Exam: None

Credential Awarded: Not Applicable

Standard Occupational Code(s): Not Applicable

Sample of Reported Job Titles: Not Applicable

Requirements for Eligibility for Licensure: Not applicable

Program Objective

Students are prepared to start their academic journey at the collegiate level and equipped with the skills necessary to succeed in the program of their choice.

Program Description

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Students are introduced to concepts and practices leading to individual and academic success. Specific attention is given to academic skills, commitment to one's goals, time-management, self-management, and strategies for connecting with resources for student success.

Program Outcomes

Upon successful completion of this program, students will be able to do the following:

- Improve their academic skills
- Commit to their goals
- Manage their time effectively
- Manage themselves effectively
- Connect with resources for college success

Campus Scholars Jump Start – College Success Program Outline

Required Courses		Quarter Credits	Clock Hours
COLL 100	College Success	1.0	10

Course Descriptions

Campus is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Please note that lower-numbered courses are often prerequisites to higher-numbered and more advanced courses unless the student is given credit for prior training or experience. Courses may be changed or deleted in keeping with employer requirements. Not all courses are offered every term. Campus will determine the progression of classes.

The course titles below are followed by clock hours/quarter credit units.

GENERAL EDUCATION

General Education Philosophy: Campus's General Education courses provide the opportunity for students to develop knowledge and competencies in selected fields of study that support the institution's stated mission. The General Education component is designed to provide a multi-dimensional education, promote students' lifelong learning, and to prepare students to be productive and participatory members of society. Campus graduates must possess qualities beyond the basic job skill sets. General Education courses help students develop the critical reasoning and effective communication skills necessary to understand and appreciate the world around them.

Campus's General Education core of courses is divided into the following categories:

- Communications
- Social Science
- Natural Science
- Humanities
- Computation

GE202 English Composition (80/6.75 units)

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The course is designed to help students develop and practice the writing and analytical skills necessary for academic success. Emphasis is placed on the writing process, research methods, documentation, argumentation, critical thinking, and writing in response to prompts. (Prerequisite: Grade of "C-" or better in E100 or equivalent)

ENGL 200 Advanced Composition (30/4.0 units)

Skills learned in the first composition course are reinforced and amplified through more complex writing projects. Students continue to develop independence in preparing and organizing written materials through peer editing. Specific attention is given to the process of finding and working with information from a variety of sources in order to write a research paper. Assignments completed outside of class are required to be submitted in typed final form. (Prerequisite: Grade of "C" or Better in ENGL 125)

GE 150 Introduction to Logic & Critical Thinking (30/4.0 units)

A study of the rules of valid judging and reasoning, both inductive and deductive, in a traditional language-centered context rather than a symbolic context. Logical analysis of both formal and informal fallacies and of the consistency and logical consequences of a given set of statements is applied to concrete problems. A research project is required. (Prerequisite: Grade of "C" or Better in ENGL 125)

GE234 American Government (40/4.0 units)

This course is an introduction to the central aspects of American jurisprudence including its historical bases (the English common law and its progeny); political influences upon the system (including the legislative and executive branches of government); the California and federal court systems (including concepts of judicial power, jurisdiction and remedies); and the concepts of constitutional and administrative law. (Prerequisite: Grade of "C-" or better in GE201)

GE251 Contemporary American History (40/4.0 units)

This course is designed to develop an understanding of social, economic, and cultural challenges and achievements in U.S. life as they are reflected in history. Emphasis is on domestic affairs and supplemented by foreign concerns that have presented fundamental choices to the American people. The course will embrace the enormous changes that have created contemporary American politics, society and the new global role of the United States. (Prerequisite: Grade of "C-" or better in GE201)

GE 110 American Government (30/4.0 units)

In this course, students will develop a fundamental understanding of American politics. They will learn how to provide analytical answers – using the most current methods of political science – about the operations of the United States political system. They will see the ways in which it does and does not operate as designed and become familiar with social science disputes about how it does (and whether it does) function as a representative democracy. And they will learn to participate in the system, taking a stand on civic issues of importance to them. Using the tools of a modern political scientist – statistical analysis, logical modeling and written argument – students will gain significant knowledge of how the U.S. government operates, and useful analytical skills they could transfer to any job requiring knowledge of large, complex organizations and institutions. This course is designed to accommodate students with little background in government or politics, so it is as appropriate for beginners as it is for students who want to deepen their understanding of government and civics. (Prerequisites: Grade of "C" or better in BUSN 105)

BUSN 130 Principles of Microeconomics (30/4.0 units)

CAMPUS CATALOG REVISED 1/1/2025

An analysis of the economic principles underlying the behavior of individual consumers and business firms. The goal is to apply select microeconomic theories to real-world situations. Students will learn how markets work and gain an understanding of the role of economics in business and in public and private decision-making. Topics include: markets and prices, consumer and producer behavior, and risk and cost measurement, the implications of government intervention, technological innovation, the advantages and disadvantages of different market structures. (Prerequisites: Grade of "C" or better in BUSN 105)

BUSN 180 Principles of Macroeconomics (30/4.0 units)

This course covers the fundamental principles of economic concepts and the way in which they are used to make sound business decisions. Topics include macroeconomic modeling, monetary and fiscal policy, private sector components of aggregate demand, and macroeconomic synthesis and challenges for the future. (Prerequisite: Prerequisites: Grade of "C" or better in BUSN 105)

GE230 Economics (40/4.0 units).

This course introduces concepts in micro- and macro-economics. Students learn to use economic concepts, data, and analytical processes to make informed evaluations of issues affecting business and society. This course counts toward fulfilling the General Education requirement in Social Sciences for Paralegal Studies degree students. (Prerequisite: Grade of "C-" or better in GE201)

GE232 Ethics in Society (40/4.0 units)

Ethics in Society is an introduction to ethical perspectives and their application in personal, professional, and civic contexts. Through readings, research, discussion, and writing assignments, you will develop and demonstrate your understanding of ethical, personal, professional, and civic behavior. (Prerequisite: Grade of "C-" or better in GE201)

BUSN 150 Business & Professional Ethics (30/4.0 units)

An examination of important ethical problems and issues as applied to various business and professional environments. Topics include job discrimination, corporate responsibility, environmental obligations, power, accountability, social responsibility, and professional codes of ethics. (Prerequisites: Grade of "C" or better in BUSN 105)

GE240 Environmental Science (40/4.0 units)

This course is an examination of humanity and the individual's relationship to the various life systems on the planet Earth. We will explore science-based ecological principles, theories, and issues. We will examine and analyze the economic, technological, and moral social constructs as they offer opportunities and options for a sustainable approach to living within our environment's limits. (Prerequisite: Grade of "C-" or better in GE201)

GE 125 Environmental Science & Ecological Living (30/4.0 units)

This course provides an overview of environmental science and ecological living, with a practical emphasis. Topics include ecology, human impacts on the environment, and sustainable practices. Students will develop a strong foundation in environmental science principles and learn how to apply sustainable strategies in various contexts. (Prerequisites: Grade of "C" or better in ENGL 125)

GE261 Statistics (40/4.0 units)

This course is designed to acquaint students with some basic statistical tools used in descriptive and inferential statistics. The primary emphasis of this course is focused on statistical analysis and applying concepts to practical applications. (Prerequisites: Grade of "C-" or better in M110 or equivalent, and M131A and M131B.)

MATH 125 Quantitative Reasoning (30/4.0 units)

Students develop their ability to use mathematical reasoning to solve real-life problems by engaging in the following topics: algebra, units of measurement and geometry, probability and statistics, ratios and proportions. The objective of this course is to prepare students for the sort of math necessary for success in their chosen area of study. (Prerequisites: NONE)

MATH 200 Calculus 1 [Elective] (30/4.0 units)

Students will learn the foundational principles of calculus, including essential topics such as limits, derivatives, and integrals, emphasizing their application in understanding rates of change and accumulation. The course integrates interactive instruction and practical examples to enhance students' skills in equation solving, function graphing, and real-world problem analysis, laying a solid foundation for advanced study. (Prerequisites: Grade of "C" or better in MATH 125)

TECHNICAL/OCCUPATIONAL EDUCATION

A121A Accounting (40/2.5 units)

This course introduces the accounting student to fundamental accounting principles and standards as prescribed by Generally Accepted Accounting Principles (GAAP). The student learns accrual-based accounting for service industries, including the entire accounting cycle, and procedures for the internal control of cash.

A150 Computerized Accounting (40/3.0 units)

The student uses a popular accounting software package to solve accounting problems, simulating the working environment. (Prerequisites: A121A and DA104 with grades of "C-" or better)

ACCT 100 Financial Accounting I (30/4.0 units)

This course introduces the accounting student to fundamental accounting principles and standards as prescribed by Generally Accepted Accounting Principles (GAAP). The student learns accrual-based accounting for service industries, including the entire accounting cycle, and procedures for the internal control of cash. The student will also learn the technical procedure of completing the accounting cycle, special purchase journals, preparing financial statements, financial analysis, and interpretation. (Prerequisites: Grade of "C" or better in MATH 125)

ACCT 200 Financial Accounting II (30/4.0 units)

This course builds upon accounting principles and concepts covered in Financial Accounting I. Topics include merchandising operations, internal controls, receivables, inventory, current liabilities, and fixed and intangible assets. (Prerequisites: Grade of "C" or better in ACCT 100)

B115 College Success (20/1.0 units)

This course is designed to enhance the college learning experience and prepare students for personal and professional success. Major components of the class consist of improving professionalism, implementing time management practices, managing change, setting and achieving goals, reading comprehension methods, using functional note-taking methods, and applying proper study techniques.

B125 Career Preparation (40/3.0 units)

CAMPUS CATALOG REVISED 1/1/2025

This course is designed to help students become better prepared for employment. The course covers several areas of personal and professional development with special emphasis on communication, goal setting, critical thinking skills, workplace skills, customer service, conflict resolutions, and an introduction to resumes, cover letters, thank you letters, and references. Job search techniques and professional interviewing skills will also be emphasized in this course.

BR100 Barbering CORE (200/8.0 units)

CORE focuses on the fundamental knowledge and skills Future Professionals will need to begin working with their clients including: an overview of the barbering and cosmetology industry and business practices, State of California rules and regulations, sanitation, and chemistry, basic techniques in cutting, color, and styling.

BR300A Barbering Adaptive Series (250/10 Units); BR301B Barbering Adaptive Series (200/8 units)

The Adaptive phase is a period of intense study that is designed to build on the basics learned in CORE. The Adaptive phase consists of two modules in which future professionals gain additional experience through hands-on practice and evaluation on the clinic floor. Future professionals also learn retailing practices, dialog, and the importance of educating clients on product, and the need for good communication between the professional and his/her guests by providing consultations on hair analysis, chemical analysis, and hair movement. Future professionals' progress will be evaluated at the end of each module, and they will earn a grade based on their performance in each area of study.

BR401A Barbering Creative Series (250/10.0 Units); BR401B Barbering Creative Series (100/4.0 Units)

The Creative Phase allows Future Professionals to continue to build and apply their knowledge and skills through classroom instruction and working in the clinic. The Creative phase consists of three modules in which future professionals gain additional experience through hands-on practice and evaluation on the clinic floor. They explore ways to customize and combine the technical elements of what they have previously learned. Under the guidance of their Learning Leaders, Future Professionals will begin to operate more independently as they service their clients using techniques that combine the latest trends with fundamental technical skills.

BUSN 105 Introduction to Business (30/4.0 units)

This course covers the various forms of business ownership, major business functions, and the roles played by businesses. Other topics include marketing, management, human resources, and finance. (Prerequisites: NONE)

BUSN 130 Principles of Microeconomics (30/4.0 units)

An analysis of the economic principles underlying the behavior of individual consumers and business firms. The goal is to apply select microeconomic theories to real-world situations. Students will learn how markets work and gain an understanding of the role of economics in business and in public and private decision-making. Topics include: markets and prices, consumer and producer behavior, and risk and cost measurement, the implications of government intervention, technological innovation, the advantages and disadvantages of different market structures. (Prerequisites: Grade of "C" or better in BUSN 105)

BUSN 210 Entrepreneurship (30/4.0 units)

This course provides an overview of the components involved in starting, owning, and operating a business. Course topics include entrepreneurial characteristics, developing a business plan, financial and legal considerations, developing goals, management, and leadership skills, the ethics necessary for success along with an overview of growth strategies. (Prerequisites: Grade of "C" or better in BUSN 105)

BUSN 240 Applied Entrepreneurship [Elective] (30/4.0 units)

CAMPUS CATALOG REVISED 1/1/2025

This course is designed for aspiring entrepreneurs eager to turn their innovative ideas into viable business opportunities. Students will immerse themselves in the entrepreneurial process, from ideation to execution, with a special focus on crafting compelling pitches and refining business concepts. The course culminates in a pitch competition, where students will present their business ideas to a panel of investors and entrepreneurs. (Prerequisites: Grade of "C" or better in BUSN 105 and acceptance based on faculty recommendation)

BUSN 150 Business & Professional Ethics (30/4.0 units)

An examination of important ethical problems and issues as applied to various business and professional environments. Topics include job discrimination, corporate responsibility, environmental obligations, power, accountability, social responsibility, and professional codes of ethics. (Prerequisites: Grade of "C" or better in BUSN 105)

BUSN 160 Principles of Marketing (30/4.0 units)

This course introduces the student to the basics of marketing including pricing, promotion, product development, advertising, and distribution strategies. In addition, the course presents the current theory on consumer decision-making, customer service, international marketing, and market segmentation. (Prerequisites: Grade of "C" or better in BUSN 105)

BUSN 205 Principles of Management (30/4.0 units)

This course covers the analysis of the various theories of organization and management from the standpoint of organizational and individual effectiveness. The management functions of planning, organizing, directing, and controlling are thoroughly covered and discussed. (Prerequisites: Grade of "C" or better in BUSN 105)

BUSN180 Principles of Macroeconomics (30/4.0 units)

This course covers the fundamental principles of economic concepts and the way in which they are used to make sound business decisions. Topics include macroeconomic modeling, monetary and fiscal policy, private sector components of aggregate demand, and macroeconomic synthesis and challenges for the future. (Prerequisites: Grade of "C" or better in BUSN 105)

BUSN 200 Digital Marketing (30/4.0 units)

Students will gain a fundamental understanding of the digital marketing core principles needed for the 21st-century consumer. Topics will include web page design, analytics, search engine optimization (SEO), pay-per-click, email marketing, social media marketing, and mobile marketing. (Prerequisites: Grade of "C" or better in BUSN 160)

BUSN 210 Business Law (30/4.0 units)

An introductory survey of the basics of contractual law, torts, and specific forms of contractual relationships. Also includes a review of the nature and kinds of commercial paper and the treatment of negotiated commercial paper including holders of due course. The law surrounding sales contracts and security devices will be covered. (Prerequisites: Grade of "C" or better in BUSN 105)

BUSN 220 Modern Finance (30/4.0 units)

This course presents a study of various methods of financing public and private organizations. An analysis of common services should be implied. Business finance, savings, and consumer finance are included. Financial planning and management of liquid assets are emphasized. (Prerequisites: Grade of "C" or better in BUSN 105)

BUSN 230 Small Business Management (30/4.0 units)

CAMPUS CATALOG REVISED 1/1/2025

This course provides an overview of the components involved in starting, owning and operating a small business. Course topics include entrepreneurial characteristics, developing a business plan, financial and legal considerations, developing goals, management, and leadership skills, the ethics necessary for success along with an overview of growth strategies. (Prerequisites: Grade of "C" or better in BUSN 205)

BUSN 275 Strategic Management and Business Policy (30/4.0 units)

This course is designed to integrate the areas of general business studies, including marketing, finance, and management. This course focuses on the competitive strategy of the firm, examining issues central to its long-term and short-term competitive position. Using case studies, students act in the roles of key decision-makers and solve problems related to the development or maintenance of the competitive advantage of the firm. (Prerequisite: All BUSN Courses except BUSN 250)

BUSN 250 Business Communications & Professional Development (30/4.0 units)

This course furthers each student's ability to communicate in business situations. Students enhance their writing styles by reviewing key concepts and by producing a variety of written communications including letters, memos, minutes, and short reports. Peer collaboration and oral presentations are required. (Prerequisite: ENGL 125)

C103 Cosmetology CORE (200/8.0 units)

CORE focuses on the fundamental knowledge and skills Future Professionals will need to begin working with their clients, including an overview of the cosmetology industry and business practices; State of California rules and regulations, sanitation, and chemistry; basic techniques in cutting, color, and styling; and skin and nail care.

C305 Adaptive Series (250/10.0 Units); C307 Adaptive Series (200/8 units)

The Adaptive phase is a period of intense study that is designed to build on the basics learned in CORE. The Adaptive phase consists of two modules in which future professionals gain additional experience through hands-on practice and evaluation on the clinic floor. The Adaptive phase includes theory classes that contribute to the 160 theory hours required by the State of California and instruction in the areas of cutting, coloring, and texture/skin/makeup/nails. Future professionals also learn retailing practices, dialog, and the importance of educating clients on product, and the need for good communication between the professional and his/her guests by providing consultations on hair analysis, chemical analysis, and hair movement. Future professional progress will be evaluated at the end of each module and will earn a grade based on their performance in each area of study. (Prerequisite: C103)

C403A Creative Series (250/10.0 Units); C403B Creative Series (100/4.0 Units)

The Creative Phase allows Future Professionals to continue to build and apply their knowledge and skills through classroom instruction and working in the clinic. The Creative phase consists of three modules in which future professionals gain additional experience through hands-on practice and evaluation on the clinic floor. They explore ways to customize and combine the technical elements of what they have previously learned. Under the guidance of their Learning Leaders, Future Professionals will begin to operate more independently as they service their clients using techniques that combine the latest trends with fundamental technical skills. (Prerequisite: C305 and C307)

C450 Advanced Makeup (45/0 units)

This add-on course enables future professionals to continue building and applying their knowledge and skills through classroom instruction and working on live models. This course will improve the employability of

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current future professionals and Paul Mitchell graduates by teaching advanced makeup techniques that build on the skills learned in the cosmetology program. The Advanced Makeup course consists of fifteen modules in which future professionals gain additional experience through hands-on practice and evaluation by the instructor. Additionally, the course will assist future professionals in understanding the importance of, and how to create a professional makeup portfolio.

C470 Barbering Techniques (200/8 units)

This course focuses on the fundamental knowledge and skills future professionals will need to begin working with their clients, including an overview of the cosmetology/barbering industry and business practices; State of California rules and regulations; and sanitation and chemistry. The course is an extension of the Paul Mitchell cutting, color, and styling systems.

COLL 100 College Success (10/1.0 units)

Students are introduced to concepts and practices leading to individual and academic success. Specific attention is given to academic skills, commitment to one's goals, time-management, self-management, and strategies for connecting with resources for student success. Required of all students in their first quarter unless they have a bachelor's degree, associate degree, or have completed at another college prior to enrolling. (Prerequisites: NONE)

COLL 110 Presentation Skills I (10/2.0 units)

Students will get an introduction to business presentation tools and acquire the basics of audio and video production. Students will learn the basics of visual communication including concepts of hierarchy, typography, and color theory. Students will also develop their online professional presence in the form of a LinkedIn profile and begin building their professional networking through cold outreach and conducting a series of informational interviews. (Prerequisites: NONE)

COLL 120 AI for Business (10/1.0 units)

Students will explore the inner workings of generative AI models, including transformers and adversarial networks. Students will learn new AI skills like data analysis and prompting to envision innovative business applications. Students will also explore the ethical considerations of AI use, particularly in cases where bias and privacy are at stake. (Prerequisites: Grade of "C" or better in BUSN 105)

CPTR 125 Spreadsheets & Databases (30/4.0 units)

This course provides a comprehensive overview of spreadsheet skills. The course focuses on the creation, editing, formatting, electronic publication, and printing of standard spreadsheet documents. Students will explore efficient spreadsheet navigation, formulas, functions, using graphics, preparing charts, and performing numeric and financial data analysis.

This course also teaches the student to analyze, evaluate, and design an effective database. The student will learn fundamental concepts associated with using database objects, as well as understand the underlying concepts and theories in designing a simple relational database. (Prerequisites: NONE)

CC110 Computer Concepts I (80/5.0 units)

Through lecture and hands-on practice, this course introduces fundamental computer skills expected in professional environments. This includes terms, operating system functions, file management, Internet usage, and security. Additionally, the course provides a comprehensive overview of word-processing skills. The skills

and tools required to create letters, memorandums, reports, research papers, flyers, newsletters, envelopes, and labels will be taught.

CC120 Computer Concepts II (80/5.0 units)

Through lecture and hands-on practice, this course introduces fundamental computer skills expected in professional environments. This includes terms, operating system functions, file management, Internet usage, and security. Additionally, the course provides a comprehensive overview of word processing skills. The skills and tools required to create letters, memorandums, reports, research papers, flyers, newsletters, envelopes, and labels will be taught. (Prerequisite: Grade of "C-" or better in CC110)

E100 English Fundamentals (60/5.0 units)

This course introduces the student to the theory and practice of traditional and transformational grammar and standard usage. The course will focus on grammar, sentence structure, and punctuation. (Prerequisite: E050 may be required as determined by the admissions process.)

ENGL 125 English Composition (30/4.0 units)

This course emphasizes the development and organization of expository prose through the writing of short and long compositions. Critical thinking, public speaking, and research skills are also introduced so that these skills may be applied throughout the curriculum. Students do peer editing of projects in collaborative groups. (Prerequisites: NONE)

ENGL 200 Advanced Composition (30/4.0 units)

Skills learned in the first composition course are reinforced and amplified through more complex writing projects. Students continue to develop independence in preparing and organizing written materials through peer editing. Specific attention is given to the process of finding and working with information from a variety of sources in order to write a research paper. Assignments completed outside of class are required to be submitted in typed final form. (Prerequisite: Grade of "C" or better in ENGL 125.)

IT201 Fundamental Networking Concepts (80/8.0 units)

This course focuses on providing the skills and knowledge necessary to troubleshoot, configure, and manage common network wireless and wired devices, establish basic network design and connectivity, understand and maintain network documentation, identify network limitations and weaknesses, and implement network security, standards, and protocols. Concepts from this course prepare students for the successful completion of the CompTIA Network+ certification exam. (Prerequisite: TS155 or successful completion of the CompTIA A+ certification)

ITC210 Server Management (40/4.0 units)

This course explores server administration skills needed by cloud administrators. Working with the Linux server operating system, students learn how to install, configure, and maintain server images. Common administration tasks will be emphasized including user account management, setting up groups and permissions, preparing resilient storage, basic identity management, and server maintenance.

ITC225 AWS Cloud Foundations (120/12.0 units)

This course introduces the AWS Cloud environment for cloud administration. Students learn about the AWS Cloud's global infrastructure, billing and pricing models, security practices, and review the core services

available in AWS Cloud. Students also gain an introduction to cloud architecture principles. This class is mapped to the Amazon AWS Certified Cloud Practitioner exam objectives. Additionally, in this course, students step deeper into the AWS Cloud services to apply optimization and best practices to support a well-architected environment. This class explores high availability services, automation, decoupling, and scaling. This class is mapped to outcomes found in the Amazon AWS Certified Solutions Architect exam (Prerequisite: IT201)

ITC245 AWS Cloud Well-Architected Framework and Certification Preparation (120/9.0 units)

This is the second of two classes devoted to AWS Cloud architecting. This class focuses on the pillars of the AWS Well-Architected Framework to architect and deploy secure and robust applications in AWS. Students will develop solutions that involve the pillars of Operational Excellence, Security, Reliability, Performance Efficiency, and Cost Optimization. This class is mapped to outcomes found in the Amazon AWS Certified Solutions Architect exam. (Prerequisite: ITC225)

IT265 Network Security Concepts Certification Preparation (120/9.0 units)

Through lecture and practical exercises, this course prepares students to identify and construct strategies for effective network security. Students will learn to identify security risks, participate in risk mitigation actions, and develop infrastructure information and operational security. Students will also apply security controls to maintain confidentiality and integrity, identify appropriate technologies and products, troubleshoot security events and incidents, and operate within an awareness of applicable policies, laws, and regulations. This course also prepares students for successful completion of the CompTIA Security+ certification exam. (Prerequisite: IT201)

L110A/B Beginning Legal Litigation and Terminology (40/3.0 units)

This course prepares the student to work in a law office through instruction in legal terminology, law office procedures, and the preparation of legal documents. The student creates documents on pleading paper using MS Word and Judicial Council forms.

L115A/B Advanced Legal Litigation and Discovery (40/3.0 units)

This course continues the coverage of the litigation process through discovery, motions, and calendaring procedures. The student explores how all three impact the litigation system and creates documents on pleading paper using MS Word and Judicial Council forms and Abacus calendaring. (Prerequisites: Grade of "C-" or better in L110A/B)

L101 Introduction to the Legal Environment (20/0 units)

This course prepares a transferring year two legal student to acclimate into the legal environment through instruction in legal terminology, court procedures, and the preparation of legal documents. The student creates documents on pleading paper using MS Word and Judicial Council forms.

LA215 Legal Writing and Analysis (40/4.0 units)

This course is designed to help students learn legal analysis and writing skills. Clarity, logical organization, precision, and conciseness are developed through lectures, class participation, practice materials, and writing assignments. The student learns how to read and analyze legal cases and materials. The process of legal writing, including planning, organization, and structure, is covered.

LA218 Introduction to the Paralegal Profession, Ethics, Client Interviewing, and Investigation (40/4.0 units)

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This course is designed to provide the student with an understanding of the role of the paralegal in private law firms, corporations, government offices, and nonprofit organizations. Topics include billing, the Fair Labor Standards Act exemptions, regulation of the profession, and voluntary testing. Emphasis is placed on defining the unauthorized practice of law, confidentiality, conflicts of interest, fee arrangements, and professional responsibilities of the legal profession in general, particularly as they relate to paralegals. The course enhances students' basic interview skills and investigation techniques through a combination of lecture and in-class or online interactive role-play scenarios. Emphasis is placed on learning the major techniques to achieve factual comprehensiveness during a legal interview and while conducting varied investigations.

LA221 Introduction to Civil Litigation (40/4.0 units)

This course provides an overview of the basic concepts of civil litigation, including pleading practice, discovery, and trial preparation. The course focuses on civil litigation in California and federal courts. The student becomes familiar with all phases of California civil court procedures including jurisdiction, venue, pleadings, discovery, pre-trial motions, summary judgment and trial preparation/procedure. (Prerequisite: demonstrated Word proficiency)

LA226 Legal Research (40/4.0 units)

This course provides an introduction to the fundamentals of legal research, including locating case and statutory law, primary and secondary source materials, and updating and validating legal authority. The student learns how to cite legal authorities and use legal authorities effectively in legal documents. In addition to covering standard law library resources, the computer is introduced as a research tool. (Prerequisites: Grade of "C-" or better in LA215, LA218 or LA221)

LA235 Torts in Personal Injury Cases (40/4.0 units)

This course incorporates a comprehensive presentation of substantive tort law designed for the paralegal student with a study of typical procedural components in personal injury cases. These areas are explored from the perspective of actual and hypothetical cases, emphasizing the paralegal's participation from initial investigation through trial preparation and settlement. (Prerequisites: Grade of "C-" or better in LA215, LA218 or LA221)

LA246 Technology for Paralegals (40/4.0 units)

This course introduces the student to the knowledge and skills necessary to use various technologies associated with the legal environment effectively. Topics such as the use of case management software, Internet resources and search logic, billing and time use software, docket control, e-discovery cloud-based repositories are addressed. Students practice in Relativity and earn a technology certificate in NSLT software modules. (Prerequisites: Grade of "C-" or better in LA215, LA218 LA221, LA226, LA235)

LA251 Advanced Litigation (40/4.0 units)

This course is designed to offer an in-depth view of the civil litigation process from both the California and federal viewpoints. The class focuses on the role of the paralegal in civil litigation, the observance of the civil procedure process, the evidentiary requirements, and the practical application for paralegal participation in the case process through post-trial procedures.

(Prerequisites: Grade of "C-" or better in LA215, LA218, LA221, LA226, LA235, LA246, LA281, LA283)

LA260 Career Workshop for Paralegals (5.0/0.5 unit)

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The student learns how to identify transferable skills and use that information to develop a résumé appropriate to a law firm setting. The student begins a job-hunting notebook, conducts informational interviews, discusses potential job markets, and participates in a mock interview.

LA281 Principles of Contract Law (40/4.0 units)

This course provides a general understanding of the essential principles of contract law, the manner in which contracts are formed, and the elements that must be present for a contract to be valid and enforceable. The student learns the rights and obligations of the parties involved and remedies that are available when contracts are breached. (Prerequisites: Grade of "C-" or better in LA215, LA218, LA221, LA226, LA235)

LA283 Administrative Law (40/4.0 units)

This course offers an overview of the administrative law field, including authority, rulemaking, adjudication, and judicial review. It presents a survey of the administrative process and conveys knowledge so that the student can use typical reference material; ascertain agency power; and understand agency decisions, rules and proceedings, and the role of the paralegal in the administrative law arena. The student is exposed to administrative hearing procedures, including discovery, rules of evidence, due process, findings, conclusions, and decisions. (Prerequisites: Grade of "C-" or better in LA215, LA218, LA221)

LA500 Advanced Legal Writing Practicum (40/4.0 units)

This course helps the student transition from the academic to the working environment. The class simulates a legal office with the student working as a paralegal under the direction of a supervising attorney or supervising paralegal. The student is exposed to the problems and pressures that occur in the legal profession on a day-to-day basis. Assignments are based on handout materials dealing with a series of legal problems occurring for hypothetical clients. The student uses extensive research and writing skills with application to particular legal settings. Issues covered integrate the substantive areas of law that the student has already studied. (Prerequisites: Grade of "C-" or better in LA215, LA218, LA221, LA226, LA235, LA246, LA281, LA283)

LA230E Probate and Estate Planning (elective) (40/4.0 units)

This course introduces the student to estate planning and the ways in which property can be held and transferred. The course includes drafting of wills, durable powers of attorney, and community property agreements. The student gains knowledge of probate and summary probate procedures and is exposed to the tax considerations in estate planning and estate administration. (Prerequisites: Grade of "C-" or better in LA215, LA218, LA221, LA226, LA235)

LA240E Family Law (elective) (40/4.0 units)

This course is designed to familiarize the student with proceedings brought under the applicable Family Law Statutes. The pleadings and issues commonly raised in actions for the dissolution of marriage are covered in a problem-solving format. The student also learns the basic legal theories involved in dissolution of marriage actions. (Prerequisites: Grade of "C-" or better in LA215, LA218, LA221, LA226, LA235)

LA282E Employment and Workers' Compensation Law (elective) (40/4.0 units)

This course covers major aspects of employment law with an emphasis on discrimination, wrongful termination, and workers' compensation issues. The student learns to identify the regulation of the employment environment, relationships, and discrimination. The student also learns the basic functions of OSHA, ERISA, and FLSA. (Prerequisites: Grade of "C-" or better in LA215, LA218, LA221, LA226, LA235)

LA284E Law of Business Organizations (elective) (40/4.0 units)

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This course introduces the student to general business organizations. Coursework includes the basics of forming, organizing, and maintaining sole proprietorships, general and limited partnerships, limited liability companies, and corporations in California. The emphasis is on corporate formation and maintenance. (Prerequisites: Grade of "C-" or better in LA215, LA218, LA221, LA226, LA235)

LA286E Criminal Law (elective) (40/4.0 units)

This course is designed to teach the fundamental nature, extent, and degree of criminal acts and omissions. It defines both the mental states and physical acts needed to warrant punishment. Topics include attempt, conspiracy, sentencing, and accomplice liability. (Prerequisites: Grade of "C-" or better in LA215, LA218, LA221, LA226, LA235)

LA288E E-Discovery (40/4.0 units)

This course is designed to provide students in depth knowledge with respect to what constitutes eDiscovery, how to conduct and respond to eDiscovery, the process and procedure for handling, managing, and using eDiscovery throughout the litigation process, and ethical considerations that arise from the ever-evolving field of eDiscovery. Students will complete real-world practicum modules that provide breadth and depth in understanding of eDiscovery; will review and discuss recent influential case law that continue to change the field of eDiscovery and will draft substantive legal memoranda concerning ethical considerations and real-world application of eDiscovery tools in litigation. At the conclusion of the course, students who pass the final exam with an 80% or better will obtain an E-Discovery Certificate and Badge from ACEDS. (Prerequisites: Grade of "B" or better in LA246 and Department Chair Approval)

LA560E Internship for Paralegals (elective) (120/4.0 units)

The student participates in an internship with a local law firm, nonprofit agency, or government department. The internship consists of 120 hours of field time, plus mandatory attendance at three consecutive meetings. The student is required to keep a journal, give an oral presentation on the internship assignment, and complete an exit evaluation. (Prerequisites: Grade of "C-" or better in LA215, LA218, LA221, LA226, LA235)

M110 Math in Business (40/3.0)

Students learn the basic business arithmetic methods involving whole numbers, decimals, fractions, integers, equations, and percentages. Problem solving is emphasized and is oriented towards business situations.

M132 Mathematics Concepts (40/4.0 units)

This course focuses on problem-solving applications. Students become proficient with logic concepts, number progressions, set notation and theory, and number system conversions. A review of fraction, decimal and percent conversions is also included in this course. (Prerequisite: Grade of "C-" or better in M110.)

MB500 Medical Billing and Coding Externship (160/5.0 units)

This 160-hour externship is designed to provide students with valuable hands-on experience in an outpatient medical billing provider office or medical billing entity that is separate from the college. Students will apply the knowledge and skills learned throughout the Medical Billing and Coding Professional program and demonstrate professionalism in interacting with healthcare billing professionals and patients. Students will perform administrative, billing and coding processes under the supervision of an office or billing manager and receive feedback on their performance. Externship sites are typically located within a 30-mile radius of the college. (Prerequisites: All program courses must be successfully completed with at least a 3.0 GPA and 85% overall attendance). A grade of C or better in MO147, MO148, and MO149.

MO116 Math for Medical Students (40/3.0 units)

Students learn basic arithmetic calculations involving whole numbers, decimals, and fractions. Students also use metric measurements to perform conversions within the metric system and between the metric and the English measurement systems. Students will also learn how to calculate drug dosage.

MO127A Medical Terminology with Anatomy and Physiology A (40/4.0 units)

This course is designed to help students succeed in healthcare careers by familiarizing them with medical terms and an introduction to human anatomy and physiology. An emphasis is placed on teaching how terminology relates to the functions and structures of the human body. A systematic learning approach will be used to acquaint the student with the human body and teach terms and word parts related to specific medical specialties and pathological condition

MO127B Medical Terminology with Anatomy and Physiology B (80/8.0 units)

This course is designed to help students succeed in healthcare careers by familiarizing them with medical terms and an introduction to human anatomy and physiology. An emphasis is placed on teaching how terminology relates to the functions and structures of the human body. A systematic learning approach will be used to acquaint the student with the human body and teach terms and word parts related to specific medical specialties and pathological conditions. (Prerequisite: Grade of "C" or better in MO126A1)

MO138 Medical Office Procedures (80/6.0)

This course is an overview of the responsibilities of the medical front office personnel, the basics of medical coding, and insurance policies. Focus will be on medical office interactions, human relations, the main medical specialties and their focus, the role of medical office assistant, patient scheduling, mail handling, creating a medical chart, the importance of confidentiality and other legal responsibilities, ethics in the workplace, understanding the different insurance policies, determining the correct diagnostic and procedural coding. Students will learn the basic operations and management of the medical office.

MO165A Medical Billing and Coding A (80/6.0)

This course provides an in-depth view of the new ICD-10-CM and ICD-10-PCS coding system. Students will learn how to identify and assign accurate diagnostic and procedural coding by using various healthcare specialties scenarios and case studies.

MO165B Medical Billing and Coding B (80/6.0)

This course provides an in-depth view of CPT, E&M, and HCPCS coding. Students will learn how to integrate the coding systems to understand how they work together. Students will learn to identify and correctly assign procedural codes using scenarios and case studies. Students will become proficient in electronic insurance claims processing, provider charges and payments, and health insurance claims adjudication, reimbursement follow-up, and medical records management. Students will learn the complete claims processing cycle, from code entry to payment posting.

As students go through the billing cycle, they will learn how to improve the cash flow for a medical practice. Students will learn the importance and functionality of the electronic health records system with hands-on experience simulating the workflow in a medical office environment. (Prerequisite: MO165A)

MO188A Clinical Assisting A (80/6.0 units)

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This course introduces students to basic skills and routine procedures found in a clinic or medical office setting. In addition, students become familiar with the Occupational Safety and Health Administration (OSHA) regulations and guidelines. Topics include: patient screening, obtaining vital signs, recording patient history, preparing and maintaining treatment areas, patient preparation, patient education, customer service, assisting in routine and specialty exams or procedures, first aid and CPR, asepsis and sterilization procedures, and responding to medical emergencies. (Prerequisites: Grade of "C" or better in MO138).

MO188B Medical Assisting II (120/8.0 units)

This course focuses on the fundamental principles, techniques and procedures used in a medical laboratory setting. In addition to standard laboratory sterilization and safety practices, students will learn procedures for the proper collection, analysis and disposal of routine specimens. Additionally, this course focuses on the fundamental principles, techniques, and procedures used in a medical laboratory setting. In addition to standard laboratory sterilization and safety practices, students learn procedures for the proper collection, analysis, and disposal of routine specimens. Students learn and apply various methods of performing an ECG, specimen collection, administering injections and venipuncture. (Prerequisites: grade of "C" or better in MO188A)

MO550 Medical Assisting Externship (200/5.0 units)

This 200 -hour externship is designed to provide students with valuable hands-on experience in an ambulatory healthcare setting that is separate from the college. Students will apply the knowledge and skills learned throughout the Medical Assistant program and demonstrate professionalism in interacting with healthcare professionals and patients. Students will perform administrative and clinical procedures under the supervision of a healthcare professional and receive feedback on their performance. Externship sites are typically located within a 30-mile radius of the college. (Prerequisites: All program courses must be successfully completed with a minimum grade of C or better and a cumulative GPA 3.0 or higher, and minimum overall attendance of at least 85%)

PH050 Terminology for Phlebotomy (4 Units/40 Hours)

This course is designed to help students succeed in health care careers by familiarizing them with medical terms along with an introduction into human anatomy and physiology. An emphasis is placed on teaching how terminology relates to the functions and structures of the human body. Students will learn medical terms and word parts related to specific medical specialties such as phlebotomy.

PH100/PH101 Phlebotomy (60/5.0 units)

This course focuses on basic infection control, anatomy and medical terminology. Students will learn proper vein selection, patient identification, types of collection equipment, waste disposal, and post puncture care. Students will continue to learn advanced infectious disease control and biohazards. They will also learn anticoagulation theory, along with knowledge of pre-analytical sources of error in specimen collection, transport, processing, and storage. Also taught are anatomical site selection, patient preparation, risk factors, and appropriate responses to complications that may arise from phlebotomy. In addition, applications of basic concepts of interpersonal relations, stress management, professional behavior and ethics, legal implications of phlebotomy, quality assurance, and legal issues related to blood collection will be covered. If taken concurrently with the MA program, students should have a grade of C or better and a cumulative GPA 3.5 or higher, and minimum overall attendance of at least 90%).

PH500 Phlebotomy Externship (40-160/1.0units)

Students will perform phlebotomy collection in a clinical setting that is separate from the college. Students will assist patients of varying ages and health, whose blood is being tested by a clinical laboratory. Externship sites are typically located within a 30-mile radius of the college. (Prerequisite: Grade of an A in PH100)

TS160 CompTIA A+ Core I and Technical Support (160/12.0)

This course provides an overview of topics covered in CompTIA A+ certification exams. Topics include an overview of CompTIA A+ exam objectives including device hardware components, operating system configuration, networking basics, security practices, and troubleshooting.

TS170 ComTIA A+ Core 2 and Certification Preparation (160/12.0)

This course provides an overview of objectives covered in the CompTIA A+ Core 2 certification exam. Students learn to maintain, troubleshoot, and secure a variety of operating system environments. The course explores the operational procedures common to most professional environments. Through a mix of independent study, practice exams, and instructor-guided coaching, students prepare for the CompTIA A+ certification exams.

Disclosures

Consumer Information Service

The director of admissions and the director of financial aid are available full time at the college to assist students and prospective students in obtaining information about the college, financial aid programs, student graduation and placement rates, school standards, the refund policy, graduate employment, and other pertinent information. In addition, federal gainful employment disclosure information for each program can be found on the college website and on individual program information sheets available in the admissions office.

Students who wish to review the institution's accreditation, licenses, and approvals may do so at the office of the school president. Students who wish to review the institution's campus security report may do so at the office of the director of financial aid.

Campus is accessible to disabled persons. General provisions for all individuals with disabilities include ramps, reserved parking, and accessible restrooms. Campus's policy on accommodations for individual disabilities is discussed under the Policy on Accommodation for Disabled.

As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement. You may also access this information via <https://campus.edu/disclosures>.

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 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818. Website address: www.bppe.ca.gov. Telephone: (888) 370-7589 or (916) 574-8900. Fax: (916) 263-1897.

Campus does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Campus is an Eligible Institution under the Federal Direct Loan Program, the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant Program, the Federal Work Study Program, and the California Student Aid Program.

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 the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.

Student Complaint and Grievance Procedure

At Campus, we believe that student satisfaction is closely tied to student success. Because of this, we will go to great lengths to resolve any issues or complaints that are brought to our attention. We encourage students to voice their concerns and we recommend a three-step process for students to achieve a successful resolution to their complaint:

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Step 1 – Speak to the staff or faculty member who you feel has the ability to immediately resolve your concern. Share your concerns and reasons for why you feel a correction of some order is necessary. If this effort is not successful or appropriate, please go to Step 2.

Step 2 – Contact the campus director (916-339-4371), or President (916-339-4360) and ask for their assistance in resolving your concern. If this effort does not produce a satisfactory resolution to your concern, please go to Step 3.

Step 3 – Complete a Request for Grievance. This easy-to-complete form is available from the deans' offices or online at: <https://sacramento.campus.edu/about/student-concerns/> Please return the completed form to the campus director, director of operations, or any dean. Once your request is received, you will be contacted within two business days to schedule a hearing.

The grievance hearing allows the student to present his or her case before a panel consisting of a student, an instructor, and an administrator, all of whom will seek to be impartial when reviewing the facts and reaching a decision. Emphasis will be placed on the interpretation and application of school and academic policy. The student will be notified of the outcome of his or her grievance within one week of the hearing. All parties understand that the decision of the grievance hearing is final.

In the unlikely event that Campus is unable to resolve your complaint, the following California agencies, accreditation and approval bodies have processes available for receiving and responding to student complaints. Those listed below oversee Campus and/or have a clear understanding of specific programs and service areas offered to our students.

Students may acquire assistance from one of more of the following bodies:

Institutional Complaints

Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC)

10 Commercial Boulevard, Suite 204

Novato, CA 94949

<http://www.accjc.org/complaint-process>

California Bureau for Private Postsecondary Education

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

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888-370-7580) or by visiting (www.osar.bppe.ca.gov).

Financial Aid or Cal Grant

California Student Aid Commission

PO Box 419026

Rancho Cordova, CA 95741

<http://www.csac.ca.gov>

Veterans

California State Approving Agency for Veterans Affairs

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1227 O Street, Suite 314

Sacramento, CA 95814

<https://www.calvet.ca.gov/CSAAVE>

Cosmetology Program

California Board of Barbering and Cosmetology

PO Box 944226

Sacramento, CA 94244-2260

<http://www.barbercosmo.ca.gov>

Paralegal Program

American Bar Association

321 N. Clark Street, 19th Floor

Chicago, IL 60654-7598

<http://www.americanbar.org/groups/paralegals>

Phlebotomy Program

California Department of Health Services

Lab Field Services

320 W. Fourth Street, Suite 890

Los Angeles, CA 90013

<http://www.cdph.ca.gov/programs/osphld/lfs>

State Authorization

Alaska

Campus, formerly MTI College, is exempt from authorization under AS 14.48 because the program is online, or distance delivered and does not have a physical presence in the state. 20 AAC 17.900 (a)(12) defines physical presence as presence of a facility, faculty, or staff within the state; in this paragraph, “faculty” and “staff” do not include site supervisors or mentors for local internships or practicum, or adjunct personnel.

Georgia

Campus, Inc, is authorized to offer distance education programs to residents of Georgia. Should a student who is a resident of Georgia have a complaint regarding Campus, Inc. they are instructed to contact the following agency:

Georgia Nonpublic Postsecondary Education Commission

2082 East Exchange Place

Tucker, GA 30084

770-414-3300

<https://gnpec.georgia.gov/student-resources/complaints-against-institution>

Iowa

Campus, formerly MTI College, is registered by the Iowa College Student Aid Commission. For Iowa residents, please direct any complaints to: <https://iowacollegeaid.gov/StudentComplaintForm>

Minnesota

Campus, formerly MTI College, is registered 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” In addition, all registered schools shall publish in the school catalog or student handbook the name, street address, telephone number, and Web site address of the office.

Utah

Utah residents may file a complaint with the [Utah Division of Consumer Protection](#):

160 E. Broadway
Salt Lake City, UT 84111
801-530-6601

Virginia

Campus (formerly MTI College) is certified to operate (distance education) by the Council of Higher Education for VA. *VAC 40-31(A) (i).

Campus acknowledges that the transferability of credits earned at this institution is at the sole discretion of the receiving institution.

Procedure to file a complaint against the institution for residents of Virginia:

In accordance with § VAC 40-31-100 of the Virginia Administrative Code, the State Council of Higher Education for Virginia (SCHEV) is responsible for investigating all written and signed student complaints against postsecondary educational institutions operating in Virginia.

In order for SCHEV to initiate an investigation, the following must be true:

- The student has exhausted all available grievance procedures established by the institution.
- The student is not satisfied with the resolution provided by the institution and is contacting SCHEV as a last resort in the grievance process.
- The student has submitted the complaint to SCHEV electronically using the “Student Complaint Form” (below). The student’s complaint must contain a detailed description of the claim, including dates, times, and full names of all involved, as well as the actions taken by both the student and the school to resolve the matter.
- The student has electronically signed the form attesting to the truth and accuracy of the complaint.
- The student recognizes that SCHEV will not investigate anonymous complaints. By signing the form, the student acknowledges that SCHEV may share the information provided with the school or other relevant organizations, in order to help resolve the dispute. SCHEV does not guarantee a resolution resulting from this submission or its investigation into the allegation.

Upon receiving a student complaint, SCHEV will open an investigation if the matter being disputed falls within its jurisdiction. If preliminary findings indicate a violation of SCHEV regulations by the institution, SCHEV shall attempt to resolve the complaint through mediation. All parties will be notified in writing of the outcome of the investigation. If the complaint is outside of SCHEV’s jurisdiction, it may be directed to the institution’s Board of Visitors, accrediting body, or to another agency that is authorized to address the concerns, if appropriate.

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The student may be contacted during the investigation to submit documented evidence of the allegations against the institution, which may include copies of enrollment agreement, contracts, syllabi, receipts, financial aid notices, promissory notes, or relevant correspondences from the institution related to the complaint. Students should not submit original documents, as they may not be returned.

Students are reminded that they always have the right to seek advice from a private attorney. Students should be aware that submission of a complaint will be recorded and may be used for statistical reporting or other purposes.

Before Proceeding, Please Verify That:

1. You have exhausted all available grievance procedures established by the institution; and
2. You are not satisfied with the resolution provided by the institution and are contacting SCHEV as a last resort in the grievance process.

If the above two statements were true, please fill out the [Student Complaint Form](#) in its entirety and submit it electronically to SCHEV.

Campus (formerly MTI College) has determined that the Associate Degree in Applied Science AWS Cloud Administrator sufficiently prepares graduates to sit for the following certification exams:

- CompTIA A+ Exams 220-1101 and 220-1102
- CompTIA Network+ Exam N10-008
- CompTIA Security+ Exam SY0-601
- Amazon AWS Certified Cloud Practitioner
- Amazon AWS Certified Solutions Architect – Associate

Appendix A

Samples of Reported Job Titles by Program

Program	Standard Occupational Codes	Sample of Reported Job Titles
Technical Support Specialist Diploma Program	15-1231.00 - Computer Network Support Specialists 15-1232.00 - Computer User Support Specialists 15-1244.00 - Network and Computer Systems Administrators	Application Support Analyst Client Support Technician Computer Network Specialist Computer Support Specialist Computer Tech (Computer Technician) Desktop Support Technician (Desktop Support Tech) Help Desk Analyst Help Desk Tech (Help Desk Technician) IS Tech (Information Systems Technician) IT Consultant (Information Technology Consultant) IT Specialist (Information Technology Specialist) IT Support Specialist (Information Technology Support Specialist) IT Tech (Information Technology Technician) Network Administrator Network Coordinator Network Manager Network Specialist Network Support Specialist Network Technical Analyst Network Technician Personal Computer Network Analyst Remote Support Technician Retail Computer Service Technician Software Support Specialist Systems Administrator Systems Specialist Systems Support Technician Technical Support Specialist User Support Technician
Information Technology – Cloud Administrator Diploma Program	15-1231.00 - Computer Network Support Specialists 15-1232.00 - Computer User Support Specialists 15-1299.00 - Computer Occupations, All Others	Cloud Product Director Computer Network Specialist Computer Tech (Computer Technician) Cybersecurity Project Manager Data Center Product Director Database Administration Manager Database Administrator (DBA) Database Analyst Database Coordinator

Program	Standard Occupational Codes	Sample of Reported Job Titles
	15-1299.09 - Information Technology Project Managers 15-1242.00 - Database Administrators 15-1244.00 - Network and Computer Systems Administrators	Database Manager Development and Database Administration Manager Information Systems Manager (IS Manager) Information Systems Project Manager (IS Project Manager) Information Technology Specialist (IT Specialist) IS Admin (Information Systems Administrator) IS Manager (Information Systems Manager) IS Tech (Information Systems Technician) IT Consultant (Information Technology Consultant) IT Manager (Information Technology Manager) IT Program Manager (Information Technology Program Manager) IT Project Manager (Information Technology Project Manager) IT Specialist (Information Technology Specialist) IT Support Specialist (Information Technology Support Specialist) IT Tech (Information Technology Technician) LAN Specialist (Local Area Network Specialist) Local Area Network Administrator (LAN Administrator) Network Administrator Network Coordinator Network Manager Network Specialist Network Support Specialist Network Technical Analyst Network Technician Personal Computer Network Analyst Systems Administrator (Systems Admin) Systems Specialist Technical Support Specialist
Information Technology – Systems Administrator Diploma Program	15-1231.00 - Computer Network Support Specialists 15-1232.00 - Computer User Support Specialists 15-1299.00 - Computer Occupations, All Others 15-1299.04 - Penetration Testers 15-1299.09 - Information Technology Project Managers	Cloud Product Director Computer Client Support Analyst Computer Network Specialist Computer Tech (Computer Technician) Cybersecurity Project Manager Data Center Product Director Database Administration Manager Database Administrator (DBA) Database Analyst Database Coordinator Database Manager Desktop Support

Program	Standard Occupational Codes	Sample of Reported Job Titles
	15-1242.00 - Database Administrators 15-1244.00 - Network and Computer Systems Administrators	Development and Database Administration Manager Helpdesk Technician Information Systems Manager (IS Manager) Information Systems Project Manager (IS Project Manager) Information Technology Specialist (IT Specialist) Inside Sales - IT Equipment Operator Intelligence Systems Maintainer IS Admin (Information Systems Administrator) IS Manager (Information Systems Manager) IS Tech (Information Systems Technician) IT Asset Disposition Technician IT Consultant (Information Technology Consultant) IT Manager (Information Technology Manager) IT Mobile Specialist IT Program Manager (Information Technology Program Manager) IT Project Manager (Information Technology Project Manager) IT Specialist (Information Technology Specialist) IT Support Specialist (Information Technology Support Specialist) IT Support Technician IT Tech (Information Technology Technician) LAN Specialist (Local Area Network Specialist) Local Area Network Administrator (LAN Administrator) Network Administrator Network Coordinator Network Manager Network Specialist Network Support Specialist Network Technical Analyst Network Technician Personal Computer Network Analyst Systems Administrator (Systems Admin) Systems Specialist Tech Ops Support Technical Support Specialist Tier I Technician
Information Technology – AWS Cloud Solutions Architect	15-1231.00 - Computer Network Support Specialists 15-1232.00 - Computer User Support Specialists	Cloud Product Director Computer Network Specialist Computer Tech (Computer Technician) Cybersecurity Project Manager Data Center Product Director

Program	Standard Occupational Codes	Sample of Reported Job Titles
Diploma Program	15-1299.00 - Computer Occupations, All Others	Database Administration Manager Database Administrator (DBA)
	15-1299.04 - Penetration Testers	Database Analyst Database Coordinator Database Engineer Database Manager
	15-1299.08 - Computer Systems Engineers/Architects	Development and Database Administration Manager
	15-1299.09 - Information Technology Project Managers	Electronic Data Interchange System Developer (EDI System Developer) Information Systems Manager (IS Manager)
	15-1241.01 - Computer Network Architects	Information Systems Project Manager (IS Project Manager)
	15-1242.00 - Database Administrators	Information Technology Architect (IT Architect) Information Technology Specialist (IT Specialist)
	15-1244.00 - Network and Computer Systems Administrators	IS Admin (Information Systems Administrator) IS Manager (Information Systems Manager) IS Tech (Information Systems Technician) IT Consultant (Information Technology Consultant) IT Manager (Information Technology Manager) IT Program Manager (Information Technology Program Manager) IT Project Manager (Information Technology Project Manager) IT Specialist (Information Technology Specialist) IT Support Specialist (Information Technology Support Specialist) IT Tech (Information Technology Technician) LAN Specialist (Local Area Network Specialist) Local Area Network Administrator (LAN Administrator) Network Administrator Network and Infrastructure Engineer Network Coordinator Network Engineer Network Manager Network Specialist Network Support Specialist Network Technical Analyst Network Technician Personal Computer Network Analyst Solutions Architect Systems Administrator (Systems Admin) Systems Architect Systems Consultant Systems Engineer

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Systems Specialist Technical Support Specialist
Computer Technician Diploma Program	15-1232.00 - Computer User Support Specialists	Computer Hardware Engineer Computer Support Specialist Computer Tech (Computer Technician) Desktop Support Technician (Desktop Support Tech) Field Service Technician Help Desk Analyst Help Desk Tech (Help Desk Technician) IT Consultant IT Specialist (Information Technology Specialist) IT Support Specialist (Information Technology Support Specialist) IT Tech (Information Technology Technician) Network Technician PC Technician Technical Support Specialist
Information Technology – Cloud Administration Associate of Applied Science	15-1231.00 - Computer Network Support Specialists 15-1232.00 - Computer User Support Specialists 15-1299.00 - Technology Project Managers 15-1242.00 - Database Administrators 15-1244.00 - Network and Computer Systems Administrators	Cloud Product Director Computer Network Specialist Computer Tech (Computer Technician) Cybersecurity Project Manager Data Center Product Director Database Administration Manager Database Administrator (DBA) Database Analyst Database Coordinator Database Manager Development and Database Administration Manager Information Systems Manager (IS Manager) Information Systems Project Manager (IS Project Manager) Information Technology Specialist (IT Specialist) IS Admin (Information Systems Administrator) IS Manager (Information Systems Manager) IS Tech (Information Systems Technician) IT Consultant (Information Technology Consultant) IT Manager (Information Technology Manager) IT Program Manager (Information Technology Program Manager) IT Project Manager (Information Technology Project Manager) IT Specialist (Information Technology Specialist) IT Support Specialist (Information Technology Support Specialist)

Program	Standard Occupational Codes	Sample of Reported Job Titles
		IT Tech (Information Technology Technician) LAN Specialist (Local Area Network Specialist) Local Area Network Administrator (LAN Administrator) Network Administrator Network Coordinator Network Manager Network Specialist Network Support Specialist Network Technical Analyst Network Technician Personal Computer Network Analyst Systems Administrator (Systems Admin) Systems Specialist Technical Support Specialist
Medical Billing and Coding Professional Diploma Program	29-2072.00 - Medical Records Specialists 29-2099.08 - Patient Representatives 43-6013.00 - Medical Secretaries and Administrative Assistants 43-9041.00 - Insurance Claims and Policy Processing Clerks	Access Representative Account Representative Admissions Coordinator Ambulance Biller/Coder Representative Appeals Representative Authorization Representative Behavioral Health Billing Specialist Bill Reviewer Biller Billing and Coding Representative Billing and Fulfillment Specialist Billing Associate Billing Clerk Billing Collections Coordinator Billing Follow-Up Associate Billing Representative Claims & Billing Specialist Claims Analyst Claims Clerk Claims Customer Service Representative (Claims CSR) Claims Processor Claims Representative (Claims Rep) Claims Technician (Claims Tech) Clinic Office Assistant Clinical Receptionist Credentialing Representative Credentialing Specialist Data Entry (Claims) Specialist Dental Biller Eligibility Associate

Program	Standard Occupational Codes	Sample of Reported Job Titles
		<p> Front Desk Receptionist Government Claims Examiner Health Information Clerk Health Information Specialist Health Information Technician (Health Information Tech) Health Plan Eligibility Associate Inpatient Coding Specialist Insurance Claims Processor Insurance Claims Specialist Insurance Follow-Up Representative Insurance Processor Insurance Services Representative Insurance Treatment Coordinator Insurance Verification Intake Coordinator Medical Accounts Receivable Associate Medical Biller Medical Billing Assistant Medical Claims Denial Specialist Medical Claims Examiner Medical Claims Professional Medical Claims Representative Medical Coder Medical Coordinator Medical Credentialing Specialist Medical Insurance Biller Medical Insurance Coordinator Medical Office Administration Medical Office Specialist Medical Receptionist Medical Records Clerk Medical Records Coordinator Medical Records Specialist Medical Records Technician (Medical Records Tech) Medical Secretary Medical Treatment Coordinator Patient Access Services Representative Patient Account Representative Patient Biller Patient Care Coordinator Patient Collections Patient Intake Coordinator Patient Registration Outreach Representative Patient Services Representative </p>

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Payment Representative Physician Office Specialist Referral Coordinator Referral Specialist Referrals & Authorizations Specialist Reimbursement Specialist Reinsurance Coordinator Revenue Cycle Specialist Revenue Recovery Associate Scheduler Telehealth Coordinator Underwriting Assistant Unit Clerk Unit Support Representative Ward Clerk
Medical Billing and Coding Specialist Diploma Program	29-2072.00 - Medical Records Specialists 29-2099.08 - Patient Representatives 43-6013.00 - Medical Secretaries and Administrative Assistants 43-9041.00 - Insurance Claims and Policy Processing Clerks	Access Representative Account Representative Admissions Coordinator Ambulance Biller/Coder Representative Appeals Representative Authorization Representative Behavioral Health Billing Specialist Bill Reviewer Biller Billing and Coding Representative Billing and Fulfillment Specialist Billing Associate Billing Clerk Billing Collections Coordinator Billing Follow-Up Associate Billing Representative Claims & Billing Specialist Claims Analyst Claims Clerk Claims Customer Service Representative (Claims CSR) Claims Processor Claims Representative (Claims Rep) Claims Technician (Claims Tech) Clinic Office Assistant Clinical Receptionist Credentialing Representative Credentialing Specialist Data Entry (Claims) Specialist Dental Biller

Program	Standard Occupational Codes	Sample of Reported Job Titles
		<p> Eligibility Associate Front Desk Receptionist Government Claims Examiner Health Information Clerk Health Information Specialist Health Information Technician (Health Information Tech) Health Plan Eligibility Associate Inpatient Coding Specialist Insurance Claims Processor Insurance Claims Specialist Insurance Follow-Up Representative Insurance Processor Insurance Services Representative Insurance Treatment Coordinator Insurance Verification Intake Coordinator Medical Accounts Receivable Associate Medical Biller Medical Billing Assistant Medical Claims Denial Specialist Medical Claims Examiner Medical Claims Professional Medical Claims Representative Medical Coder Medical Coordinator Medical Credentialing Specialist Medical Insurance Biller Medical Insurance Coordinator Medical Office Administration Medical Office Specialist Medical Receptionist Medical Records Clerk Medical Records Coordinator Medical Records Specialist Medical Records Technician (Medical Records Tech) Medical Secretary Medical Treatment Coordinator Patient Access Services Representative Patient Account Representative Patient Biller Patient Care Coordinator Patient Collections Patient Intake Coordinator Patient Registration Outreach Representative </p>

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Patient Services Representative Payment Representative Physician Office Specialist Referral Coordinator Referral Specialist Referrals & Authorizations Specialist Reimbursement Specialist Reinsurance Coordinator Revenue Cycle Specialist Revenue Recovery Associate Scheduler Telehealth Coordinator Underwriting Assistant Unit Clerk Unit Support Representative Ward Clerk
Medical Assistant Diploma Program	29-2099.08 - Patient Representatives 31-1121.00 - Home Health Aides 31-1122.00 - Personal Care Aides 31-1131.00 - Nursing Assistants 31-9092.00 - Medical Assistants 31-9094.00 - Medical Transcriptionists 43-6013.00 - Medical Secretaries and Administrative Assistants	Access Representative Accounts Payable Processor Administrative Medical Assistant Admissions Coordinator Back Office Medical Assistant Behavioral Health Receptionist Billing and Fulfillment Representative Call Center Agent Caregiver Case Management Assistant Case Manager Cast Tech Certified Medical Assistant (CMA) Chart Completion/Medical Records Rep Chiropractic Assistant Clerical Operation Clerk Client Care Coordinator Clinic Front Desk Assistant Clinic Office Assistant Clinic Patient Coordinator Clinical Documentation Specialist Clinical Medical Assistant Clinical Medical Transcriptionist Clinical Research Coordinator Community Health Worker Community Liaison/Admissions Coordinator Critical Care Tech Dental Clinic Office Assistant

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Dental Receptionist Detox Technician Direct Care Worker Direct Support Professional Doctor's Assistant Documentation Specialist EKG Tech Eligibility Clerk Eligibility Coordinator Emergency Department (ED) Technician Emergency Department (ED) Registrar Emergency Department (ED) Unit Clerk Emergency Room (ER) Technician Employee Health Coordinator Entry-Level Medical Administrative Coordinator Front Desk Coordinator Front Desk Receptionist Health Assistant Health Coach Health Navigator Health Plan Enrollment Rep Health Services Specialist Health Unit Coordinator Healthcare Assistant Healthcare Interpreter Home Attendant Home Care Aide Home Health Aide (HHA) Home Health Provider Hospice Aide Hospital Entry Way Screener Hospital Pathology Department Secretary Hospital Unit Clerk Imaging Tech Assistant Imaging Technician Aide In-Home Caregiver Intake and Referral Specialist Intake Clerk/Filing Clerk Intake Coordinator Intake Specialist Lab Assistant Managed Health Associate Med Tech (Medication Technician) Medicaid Service Coordinator (MSC)

Program	Standard Occupational Codes	Sample of Reported Job Titles
		<p> Medical Appointment Clerk Medical Assistant Medical Imaging Clerk Medical Laboratory Assistant Medical Language Specialist Medical Office Rep Medical Office Specialist Medical Receptionist Medical Records Assistant Medical Records Reviewer Medical Records Tech Medical Scribe Medical Secretary Medical Technician Medical Transcriber Medical Transcriptionist Medication Aide Medication Health Associate Medication Line Specialist (CMA or CPhT) Mental Health Technician Mobile Injury Response Technician Nursing Assistant Operating Room (OR) Assistant Operating Room (OR) Scheduling Clerk Operating Room (OR) Technician Ophthalmic Assistant Ophthalmological Assistant Optometric Assistant Orthopedic Medical Assistant Outpatient Medical Assistant Outpatient Surgery Assistant Pathology Transcriptionist Patient Access Clerk Patient Access Coordinator Patient Access Referral Authorization Specialist Patient Access Specialist Patient Advocate Patient Care Assistant Patient Care Coordinator Patient Care Scheduler Patient Care Technician Patient Coordinator Patient Enrollment Specialist Patient Experience Associate </p>

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Patient Navigator Patient Registration Rep Patient Resource Worker Patient Services Representative Payment Reconciliation Team Member Personal Care Aide Personal Care Assistant (PCA) Personal Care Attendant (PCA) Physician Office Specialist Podiatric Medical Assistant Pre-Services Rep Procedure Scheduler Radiology Transcriptionist Receptionist Recovery Specialist Referral & Authorization Coordinator Referral Specialist Research Assistant Resident Assistant Resident Care Assistant (RCA) Resource Coordinator ROI Specialist Scheduler Scribe Scrub Tech Secretary Specialty Medical Assistant Specimen Collector Surgical Assistant Telemedicine Medical Assistant Temperature Medical Screener Therapy Coordinator/Receptionist Transcriptionist Trauma Registrar Unit Assistant Unit Clerk Unit Secretary Unit Support Representative Urgent Care Assistant Urology Medical Assistant Ward Clerk
Medical Assistant with	29-2099.08 - Patient Representatives	Access Representative Accessioner Accounts Payable Processor

Program	Standard Occupational Codes	Sample of Reported Job Titles
Phlebotomy Certificate	31-1121.00 - Home Health Aides	Administrative Medical Assistant Admissions Coordinator Apheresis Technician
	31-1122.00 - Personal Care Aides	Back Office Medical Assistant Behavioral Health Receptionist Billing and Fulfillment Representative
Diploma Program	31-1131.00 - Nursing Assistants	Blood Bank Technician Call Center Agent Caregiver
	31-9092.00 - Medical Assistants	Case Management Assistant Case Manager Cast Tech
	31-9094.00 - Medical Transcriptionists	Certified Medical Assistant (CMA) Certified Phlebotomy Technician Chart Completion/Medical Records Rep
	31-9097.00 - Phlebotomists	Chiropractic Assistant Clerical Operation Clerk Client Care Coordinator
	43-6013.00 - Medical Secretaries and Administrative Assistants	Clinic Front Desk Assistant Clinic Office Assistant Clinic Patient Coordinator
		Clinical Documentation Specialist Clinical Laboratory Assistant Clinical Medical Assistant
		Clinical Medical Transcriptionist Clinical Phlebotomist Clinical Research Coordinator
		Collector Community Health Worker Community Liaison/Admissions Coordinator
		Cord Blood Tech Critical Care Tech Dental Clinic Office Assistant
		Dental Receptionist Detox Technician Direct Care Worker
		Direct Support Professional Doctor's Assistant Documentation Specialist
		Donor Center Phlebotomist Donor Phlebotomist EKG Tech
		Eligibility Clerk Eligibility Coordinator

Program	Standard Occupational Codes	Sample of Reported Job Titles
		<p>Emergency Department (ED) Registrar Emergency Department (ED) Technician Emergency Department (ED) Unit Clerk Emergency Room (ER) Technician Employee Health Coordinator Entry-Level Medical Administrative Coordinator Front Desk Coordinator Front Desk Receptionist Health Assistant Health Coach Health Navigator Health Plan Enrollment Rep Health Services Specialist Health Unit Coordinator Healthcare Assistant Healthcare Interpreter Home Attendant Home Care Aide Home Health Aide (HHA) Home Health Provider Hospice Aide Hospital Entry Way Screener Hospital Pathology Department Secretary Hospital Unit Clerk Imaging Tech Assistant Imaging Technician Aide Infection Control Specialist In-Home Caregiver Intake and Referral Specialist Intake Clerk/Filing Clerk Intake Coordinator Intake Specialist Lab Assistant Lab Assistant Lab Associate Lab Liaison Technician Managed Health Associate Med Tech (Medication Technician) Medicaid Service Coordinator (MSC) Medical Appointment Clerk Medical Assistant Medical Imaging Clerk Medical Laboratory Assistant Medical Laboratory Assistant (MLA)</p>

Program	Standard Occupational Codes	Sample of Reported Job Titles
		<p> Medical Language Specialist Medical Office Rep Medical Office Specialist Medical Receptionist Medical Records Assistant Medical Records Reviewer Medical Records Tech Medical Scribe Medical Secretary Medical Technician Medical Transcriber Medical Transcriptionist Medication Aide Medication Health Associate Medication Line Specialist (CMA or CPhT) Mental Health Technician Mobile Examiner Mobile Injury Response Technician Mobile Phlebotomist Nursing Assistant Operating Room (OR) Assistant Operating Room (OR) Scheduling Clerk Operating Room (OR) Technician Ophthalmic Assistant Ophthalmological Assistant Optometric Assistant Orthopedic Medical Assistant Outpatient Medical Assistant Outpatient Surgery Assistant Pathology Transcriptionist Patient Access Clerk Patient Access Coordinator Patient Access Referral Authorization Specialist Patient Access Specialist Patient Advocate Patient Care Assistant Patient Care Coordinator Patient Care Scheduler Patient Care Technician Patient Coordinator Patient Enrollment Specialist Patient Experience Associate Patient Navigator Patient Registration Rep </p>

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Patient Resource Worker Patient Services Representative Payment Reconciliation Team Member Personal Care Aide Personal Care Assistant (PCA) Personal Care Attendant (PCA) Phlebotomist Phlebotomy Coordinator Phlebotomy Technician Physician Office Specialist Plasma Center Technician Podiatric Medical Assistant Pre-Services Rep Procedure Scheduler Radiology Transcriptionist Receptionist Recovery Specialist Referral & Authorization Coordinator Referral Specialist Research Assistant Research Phlebotomist Resident Assistant Resident Care Assistant (RCA) Resource Coordinator ROI Specialist Sample Management Technician Sample Processing Tech Sample Processing Technician Scheduler Scribe Scrub Tech Secretary Specialty Medical Assistant Specimen Collector Specimen Collector Sterile Processing Technician Surgical Assistant Telemedicine Medical Assistant Temperature Medical Screener Therapy Coordinator/Receptionist Tissue Recovery Technician Transcriptionist Trauma Registrar Unit Assistant

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Unit Clerk Unit Secretary Unit Support Representative Urgent Care Assistant Urology Medical Assistant
Medical Office Assistant Diploma Program	29-2099.08 - Patient Representatives 31-1122.00 - Personal Care Aides 31-9092.00 - Medical Assistants 31-9094.00 - Medical Transcriptionists 43-6013.00 - Medical Secretaries and Administrative Assistants	Access Representative Administrative Medical Assistant Admissions Coordinator Back Office Medical Assistant Cast Tech Chiropractic Assistant Clinic Office Assistant Clinical Medical Assistant Clinical Medical Transcriptionist Clinical Office Manager Clinical Research Coordinator Community Health Worker Customer Care Representative Detox Technician Dialysis Technician Direct Care Worker Direct Support Professional Doctor's Assistant Documentation Specialist EKG Tech Emergency Department (ED) Technician Emergency Room (ER) Clerk Emergency Room Technician Emergency Technician Front Desk Receptionist Front Office Manager Health Assistant Health Coach Health Information Manager Health Services Manager Health Services Specialist Healthcare Administrator Home Care Aide Imaging Tech Assistant Imaging Technician Aide Lab Assistant Managed Health Associate Med Tech (Medical Technician) Medical Assistant

Program	Standard Occupational Codes	Sample of Reported Job Titles
		<p> Medical Customer Service Rep Medical Laboratory (Lab) Assistant Medical Language Specialist Medical Office Administrator Medical Office Coordinator Medical Office Manager Medical Office Specialist Medical Practice Manager Medical Receptionist Medical Records Management Medical Scribe Medical Secretary Medical Transcriber Medical Transcriptionist Medication Aide Medication Line Specialist Mental Health Technician Mobile Injury Response Technician Operating Room Tech Ophthalmic Assistant Ophthalmological Assistant Optometric Assistant Orthopedic Medical Assistant Outpatient Medical Assistant Outpatient Surgery Assistant Pathology Transcriptionist Patient Access Rep Patient Care Representative Patient Enrollment Specialist Patient Service Representative Patient Services Coordinator Patient Services Rep Personal Care Aide Personal Care Assistant (PCA) Personal Care Attendant (PCA) Physician Office Specialist Podiatric Medical Assistant Practice Administrator Radiology Transcriptionist Records Clerks Research Assistant Resident Assistant Resident Care Assistant (RCA) ROI Specialist </p>

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Scribe Secretary Service Center Representative Specialty Medical Assistant Specimen Collector Surgical Assistant Telehealth Coordinator Telemedicine Medical Assistant Teleservice Representative Temperature Medical Screener Transcriptionist Unit Clerk Unit Support Representative Urology Medical Assistant Vaccine Clinic Clerk Ward Clerk
Medical Office Assistant with Phlebotomy Certificate Diploma Program	29-2099.08 - Patient Representatives 31-1122.00 - Personal Care Aides 31-9092.00 - Medical Assistants 31-9094.00 - Medical Transcriptionists 31-9097.00 - Phlebotomists 43-6013.00 - Medical Secretaries and Administrative Assistants	Access Representative Accessioner Administrative Medical Assistant Admissions Coordinator Apheresis Technician Back Office Medical Assistant Blood Bank Technician Cast Tech Certified Phlebotomy Technician Chiropractic Assistant Clinic Office Assistant Clinical Laboratory Assistant Clinical Medical Assistant Clinical Medical Transcriptionist Clinical Office Manager Clinical Phlebotomist Clinical Research Coordinator Collector Community Health Worker Cord Blood Tech Customer Care Representative Detox Technician Dialysis Technician Direct Care Worker Direct Support Professional Doctor's Assistant Documentation Specialist Donor Center Phlebotomist

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Donor Phlebotomist EKG Tech Emergency Department (ED) Technician Emergency Room (ER) Clerk Emergency Room Technician Emergency Technician Front Desk Receptionist Front Office Manager Health Assistant Health Coach Health Information Manager Health Services Manager Health Services Specialist Healthcare Administrator Home Care Aide Imaging Tech Assistant Imaging Technician Aide Infection Control Specialist Lab Assistant Lab Associate Lab Liaison Technician Managed Health Associate Med Tech (Medical Technician) Medical Assistant Medical Customer Service Rep Medical Laboratory (Lab) Assistant Medical Language Specialist Medical Office Administrator Medical Office Coordinator Medical Office Manager Medical Office Specialist Medical Practice Manager Medical Receptionist Medical Records Management Medical Scribe Medical Secretary Medical Transcriber Medical Transcriptionist Medication Aide Medication Line Specialist Mental Health Technician Mobile Examiner Mobile Injury Response Technician Mobile Phlebotomist

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Operating Room Tech Ophthalmic Assistant Ophthalmological Assistant Optometric Assistant Orthopedic Medical Assistant Outpatient Medical Assistant Outpatient Surgery Assistant Pathology Transcriptionist Patient Access Rep Patient Care Representative Patient Enrollment Specialist Patient Service Representative Patient Services Coordinator Patient Services Rep Personal Care Aide Personal Care Assistant (PCA) Personal Care Attendant (PCA) Phlebotomist Phlebotomy Coordinator Phlebotomy Technician Physician Office Specialist Plasma Center Technician Podiatric Medical Assistant Practice Administrator Radiology Transcriptionist Records Clerks Research Assistant Research Phlebotomist Resident Assistant Resident Care Assistant (RCA) ROI Specialist Sample Management Technician Sample Processing Tech Scribe Secretary Service Center Representative Specialty Medical Assistant Specimen Collector Sterile Processing Technician Surgical Assistant Telehealth Coordinator Telemedicine Medical Assistant Teleservice Representative Temperature Medical Screener

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Tissue Recovery Technician Transcriptionist Unit Clerk Unit Support Representative Urology Medical Assistant Vaccine Clinic Clerk Ward Clerk
Medical Administrative Assistant Diploma Program	43-6013.00 - Medical Secretaries and Administrative Assistants	Admissions Coordinator Behavior Technician Billing Coordinator Clinic Office Assistant Clinical Research Coordinator Customer Service Concierge Support Front Desk Coordinator Front Desk Receptionist Greeter/Screeners Health Unit Coordinator Insurance Coordinator Medical Administrative Assistant Medical Office Coordinator Medical Office Specialist Medical Receptionist Medical Records Clerk Medical Secretary Patient Coordinator Patient Registration Clerk Physician Office Specialist Scheduling Coordinator Secretary Unit Clerk Unit Support Representative Ward Clerk
Phlebotomy Technician Diploma Program	31-9097.00 - Phlebotomists	Accessioner Apheresis Technician Blood Bank Technician Certified Phlebotomy Technician Clinical Laboratory Assistant Clinical Phlebotomist Collector Cord Blood Tech Donor Center Phlebotomist Donor Phlebotomist Infection Control Specialist Lab Assistant

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Lab Associate Lab Liaison Technician Medical Laboratory Assistant (MLA) Mobile Examiner Mobile Phlebotomist Patient Service Technician (PST) Phlebotomist Phlebotomy Coordinator Phlebotomy Technician Plasma Center Technician Research Phlebotomist Sample Management Technician Sample Processing Tech Specimen Collector Sterile Processing Technician Tissue Recovery Technician
Legal Administrative Assistant Diploma Program	43-6012.00 - Legal Secretaries and Administrative Assistants 43-4071.00 - File Clerk 43-4171.00 - Receptionists and Information Clerks	Administrative Clerk Case Manager Claims Clerk Clerk Clerk Specialist Client Intake Specialist Confidential Secretary Contract Coordinator Contract Specialist Coordinating Legal Practice Assistant Court Clerk Courtroom Clerk Customer Associate Docketing Clerk Documentation Specialist File Clerk Front Desk Receptionist Information Assistant (Info Assistant) Intake Document Processor Judicial Administrative Assistant Law Clerk Legal Administrative Assistant Legal Administrative Secretary Legal Administrative Specialist Legal Affairs Support Analyst Legal Analyst Legal Assistant Legal Billing Clerk

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Legal Coordinator Legal Executive Assistant Legal File Administrator Legal Intake Specialist Legal Office Manager Legal Office Support Assistant Legal Records Clerk Legal Secretary Legal Services Specialist Legal Staff Associate Legal Support Specialist Legal Typist Legal Writer Litigation Associate Litigation Practice Assistant Litigation Specialist Magistrate Assistant Office Assistant Probate File Examiner Receptionist Records Clerk Registration Clerk Scheduler Secretary
Legal Receptionist / Document Administrator Diploma Program	43-6012.00 - Legal Secretaries and Administrative Assistants 43-4071.00 - File Clerk 43-4171.00 - Receptionists and Information Clerks	Clerk Clerk Specialist Confidential Secretary Coordinating Legal Practice Assistant Documentation Specialist File Clerk Front Desk Receptionist Information Assistant (Info Assistant) Judicial Administrative Assistant Legal Administrative Assistant Legal Administrative Secretary Legal Coordinator Legal Office Support Assistant Legal Secretary Magistrate Assistant Office Assistant Receptionist Records Clerk Registration Clerk Scheduler

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Secretary
Paralegal Studies Associate Degree Program	23-2011.00 - Paralegals and Legal Assistants 43-4031.00 - Court Municipal, and License Clerks 43-4071.00 - File Clerk 43-4171.00 - Receptionists and Information Clerks 43-6012.00 - Legal Secretaries and Administrative Assistants	Admin Assistant/Document Manager Bankruptcy Paralegal Case Manager Certified Paralegal Claims Clerk Clerk Clerk Specialist Client Support Specialist Confidential Secretary Coordinating Legal Practice Assistant Corporate Law Assistant Corporate Paralegal Court Clerk Depo Calendaring Clerk Document Specialist eDiscovery Specialist Environmental Law Paralegal Estate Planning Legal Assistant Executive Assistant Family Law Paralegal Family Partner WRAP File Clerk Healthcare Paralegal Immigration Paralegal Information Assistant (Info Assistant) Intake Client Clerk Intellectual Property Paralegal Judicial Administrative Assistant Junior Paralegal Law Associate Law Clerk Legal Administrative Assistant Legal Administrative Secretary Legal Analyst Legal Assistant Legal Coordinator Legal Office Support Assistant Legal Secretary Legal Typist Litigation Paralegal Magistrate Assistant Notary Office Assistant

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Overflow Legal Secretary Paralegal Paralegal Assistant Paralegal Specialist Project Assistant Real Estate Paralegal Records Clerk Registration Clerk Scheduler Secretary Subcontracts Coordinator
Cosmetology Diploma Program	39-5012.00 - Hairdressers, Hairstylists, and Cosmetologists 39-5091.00 - Makeup Artists, Theatrical and Performance 39-5092.00 - Manicurists & Pedicurists 39-5093.00 - Shampooers 39-5094.00 - Skincare Specialists 43-4171.00 - Receptionists and Information Clerks	Assistant Manager Assistant Services Coordinator Beautician Beauty Advisor Blow Dry Associate Braider Clinic Floor Lead Color Specialist Commercial Makeup Artist Cosmetologist Esthetician Extension Specialist Eyebrow Technician Front Desk Receptionist Greeter Hair and Makeup Designer Hair Assistant Hairdresser Hair Stylist Installment Specialist Lash Technician Makeup Artist Manicurist Microblading Specialist Mortuary Cosmetologist Nail Artist Nail Technician (Nail Tech) Ombre Powder Brow Specialist Pedicurist Permanent Makeup Specialist Receptionist Sales Associate Salon Coordinator

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Salon Manager Salon Owner Scheduler Shampoo Assistant Shampoo Technician Shampooer Skin Care Technician Skin Care Therapist Spa Technician Special Effects Makeup Artist Stylist Stylist Assistant Texture Specialist Travel Artist Wax Specialist
Barbering Diploma Program	39-5011.00 - Barbers	Barber Barber Shop Operator Barber Stylist Independent Barber Stylist
Cosmetology and Barbering Diploma Program	39-5011.00 - Barbers 39-5012.00 - Hairdressers, Hairstylists, and Cosmetologists 39-5091.00 - Makeup Artists, Theatrical and Performance 39-5092.00 - Manicurists & Pedicurists 39-5093.00 - Shampooers 39-5094.00 - Skincare Specialists 43-4171.00 - Receptionists and Information Clerks	Assistant Manager Assistant Services Coordinator Barber Barber Shop Operator Barber Stylist Beautician Beauty Advisor Blow Dry Associate Braider Clinic Floor Lead Color Specialist Commercial Makeup Artist Cosmetologist Esthetician Extension Specialist Eyebrow Technician Front Desk Receptionist Greeter Hair and Makeup Designer Hair Assistant Hairdresser Hair Stylist Independent Barber Installment Specialist

Program	Standard Occupational Codes	Sample of Reported Job Titles
		Lash Technician Makeup Artist Manicurist Microblading Specialist Mortuary Cosmetologist Nail Artist Nail Technician (Nail Tech) Ombre Powder Brow Specialist Pedicurist Permanent Makeup Specialist Receptionist Sales Associate Salon Coordinator Salon Manager Salon Owner Scheduler Shampoo Assistant Shampoo Technician Shampooer Skin Care Technician Skin Care Therapist Spa Technician Special Effects Makeup Artist Stylist Stylist Assistant Texture Specialist Travel Artist Wax Specialist
Business Skills Fundamentals Diploma Program	11-3012.00 - Administrative Services Managers	Administrative Coordinator Administrative Director Administrative Manager Administrative Officer Administrative Service Manager Administrator Business Administrator Business Manager Business Office Manager Facility Manager Office Manager Operations Manager
Business Administration –	11-3012.00 - Administrative Services Managers	Administrative Coordinator Administrative Director Administrative Manager Administrative Officer

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Program	Standard Occupational Codes	Sample of Reported Job Titles
Associate of Arts Degree Program	<p>43-1011- First line supervisors of office and administrative support workers</p> <p>43-9199 - Office and administrative support workers all other</p>	<p>Administrative Service Manager</p> <p>Administrator</p> <p>Business Administrator</p> <p>Business Manager</p> <p>Business Office Manager</p> <p>Facility Manager</p> <p>Office Manager</p> <p>Operations Manager</p> <p>School Office Manager</p>
<p>Business Administration with an Emphasis in Healthcare</p> <p>Associate of Arts Degree Program</p>	<p>11-3012.00 - Administrative Services Managers</p> <p>31-9092.00 - Medical Assistants</p> <p>31-9097.00 - Phlebotomists</p> <p>43-6013.00 - Medical Secretaries and Administrative Assistants</p>	<p>Administrative Coordinator</p> <p>Administrative Director</p> <p>Administrative Manager</p> <p>Administrative Officer</p> <p>Administrative Service Manager</p> <p>Administrator</p> <p>Blood Bank Phlebotomist</p> <p>Business Administrator</p> <p>Business Manager</p> <p>Chiropractic Assistant</p> <p>Clinic Office Assistant</p> <p>Clinical Medical Assistant</p> <p>Doctor's Assistant</p> <p>Front Desk Receptionist</p> <p>Health Assistant</p> <p>Lab Liaison Technician</p> <p>Laboratory Phlebotomist</p> <p>Medical Assistant</p> <p>Medical Office Specialist</p> <p>Medical Receptionist</p> <p>Medical Secretary</p> <p>Mobile Phlebotomist</p> <p>Ophthalmic Assistant</p> <p>Ophthalmological Assistant</p> <p>Optometric Assistant</p> <p>Outpatient Surgery Assistant</p> <p>Patient Service Technician (PST)</p> <p>Phlebotomist</p> <p>Phlebotomy Technician</p> <p>Physician Office Specialist</p> <p>Secretary</p> <p>Unit Clerk</p> <p>Unit Support Representative</p> <p>Ward Clerk</p>

