



Wilmington, North Carolina

School Catalog - 2020-2021 Version 1.0
Effective September 21, 2020

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School Name

Miller-Motte College

School Address

5000 Market Street
Wilmington, North Carolina 28405

Phone: (910)392-4660

Fax: (910)799-6224

<http://www.miller-motte.edu/>

General Disclaimer

This catalog is an official publication of Miller-Motte College and is subject to revision at any time. The school reserves the right to change, withdraw, or supplement this catalog as it deems necessary or appropriate in its policies and operating procedures, curricula, class schedules, course content, training, equipment, tuition and fees, faculty, and staff. Students are individually responsible for being aware of information contained in the catalog and any amendments thereto. Failure to read and comply with school regulations will not exempt students from penalties that they may incur. Students are advised to read and fully understand the rules, regulations, and policies stated herein and to retain this catalog for use as a reference. Students are encouraged to visit the student portal for updates to this catalog.

Accreditation Statements

As of January 18, 2018 Miller-Motte College is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), as a branch campus of Platt College – Tulsa, 3801 S Sheridan, Tulsa, OK 74145, 918-663-9000.

ACCSC is located at 2101 Wilson Boulevard, Suite 302, Arlington, VA 22201. 703-247-4212.

Commission on Accreditation of Allied Health Education Programs

25400 U.S. Highway 19 North, Suite 158

Clearwater, FL 33763

Phone: 727-210-2350

www.caahep.org

The Dental Assisting program is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611.

State Approval/Licensure

Miller-Motte College is licensed by the North Carolina State Board of Community Colleges. The North Carolina State Board of Community Colleges is not an accrediting agency. The College is approved by the Board of Governors of the University of North Carolina to offer Bachelor of Science degrees in Business Administration, Criminal Justice, and Allied Health Management; Associate of Applied Science degrees in Criminal Justice, Dental Assisting, Business Administration, IT Support Specialist, Medical Assisting, and Surgical Technology.

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

Certified as a provider with the National Certification Board for Continuing Education Workshops.

Miller-Motte College, as a branch campus of Platt College located in Tulsa, OK, has been approved by the State of Oklahoma to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of post-secondary distance education. The State of North Carolina is participating member of the NC-SARA Unified State Authorization Reciprocity Agreement.

The State of California is not a member of the National Council for State Authorization Reciprocity Agreements. Miller-Motte College is not approved by the CA Bureau for Private Postsecondary Education. Miller-Motte cannot enroll residents located in the state of California. If a student relocates to California, they will be dismissed from Miller-Motte College at the end of their current term.

Miller-Motte College is not approved by the Oklahoma Board of Private Vocational Schools to offer online non degree programs. Miller-Motte cannot enroll residents located in the state of Oklahoma in online certificate/diploma programs. If a student enrolled in an online certificate/diploma program relocates to Oklahoma, they will be dismissed from Miller-Motte College at the end of their current term.

Students may contact the Executive Director if they wish to view campus/programmatic accreditation or licensure documents.

Academic Calendar

Term Dates	2020		2021	
	Track I	Track II	Track I	Track II
Winter Term	Jan 13-Mar 22	Feb 17-Apr 26	Jan 11-Mar 21	Feb 15-Apr 25
Spring Term	Mar 23-May 31	Apr 27-Jul 5	Mar 22-May 30	Apr 26-Jul 4
Summer Term	Jun 1-Aug 9	Jul 6-Sept 13	May 31-Aug 8	Jul 5-Sept 12
Late Summer Term	Aug 10-Oct 18	Sept 14-Nov 22	Aug 9-Oct 17	Sept 13-Nov 21
Fall Term	Oct 19-Dec 27	Nov 23-Feb 14	Oct 18-Dec 26	Nov 22-Feb 13

Calendar Dates:	2020	2021
Classes Begin Winter Mod A	January 13	January 11
Continuing Student Drop/Add	January 19	January 17
Faculty In-Service* (MLK Day)	January 20	January 18
New Student Extended Drop/Add	January 26	January 24
End of Winter Mod A	February 16	February 14
Classes Begin Winter Mod B	February 17	February 15
Continuing Student Drop/Add	February 23	February 21
New Student Extended Drop/Add	March 1	February 28
End of Winter Mod B	March 22	March 21
Classes Begin Spring Mod A	March 23	March 22
Continuing Student Drop/Add	March 29	March 28
New Student Extended Drop/Add	April 5	April 4
Spring Holiday*	April 10	April 2
End of Spring Mod A	April 26	April 25
Classes Begin Spring Mod B	April 27	April 26
Continuing Student Drop/Add	May 3	May 2
New Student Extended Drop/Add	May 10	May 9
Faculty In-Service*	May 15	May 14
Memorial Day**	May 25	-
Classes End Spring Mod B	May 31	May 30
Classes Begin Summer Mod A	June 1	May 31
Memorial Day Holiday**	-	May 31
Continuing Student Drop/Add	June 7	June 6
New Student Extended Drop/Add	June 14	June 13
End of Summer Mod A	July 5	July 4
Classes Begin Summer Mod B	July 6	July 5
Independence Day Holiday**	July 3	July 5
Continuing Student Drop/Add	July 12	July 11
New Student Extended Drop/Add	July 19	July 18
Faculty In-Service*	July 24	July 23
Classes End Summer Mod B	August 9	August 8
Classes Begin Late Summer Mod A	August 10	August 9
Continuing Student Drop/Add	August 16	August 15
New Student Extended Drop/Add	August 23	August 22
Labor Day**	September 7	September 6
End of Late Summer Mod A	September 13	September 12
Classes Begin Late Summer Mod B	September 14	September 13
Continuing Student Drop/Add	September 20	September 19
New Student Extended Drop/Add	September 27	September 26
Faculty In-Service*	October 2	October 1
Classes End Late Summer Mod B	October 18	October 17
Classes Begin Fall Mod A	October 19	October 18
Continuing Student Drop/Add	October 25	October 24
New Student Extended Drop/Add	November 1	October 31
End of Fall Mod A	November 22	November 21
Classes Begin Fall Mod B	November 23	November 22
Thanksgiving Recess**	November 26-27	November 25-26
Continuing Student Drop/Add	November 29	November 28
New Student Extended Drop/Add	December 6	December 5
Classes End Fall Mod B	December 27	December 26
Winter Break* #	December 28 – January 10, 2021	December 27 – January 9, 2022

*No classes.
**Campus and offices closed.
Campus clinics may remain open during class break periods to enable students to work required clinic hours. Students should check with their campus for clinic dates.

About School

Mission Statement and Objectives

The Mission of Miller-Motte College is to inspire and empower individuals through education and skill development.

To accomplish this mission, we utilize our core values as a blueprint to create an environment centered on the personal and professional development of students, employees, and employers.

The Miller-Motte College Core Values utilized to create positive experiences are grounded in:

- Integrity
- Customer Service
- Innovation
- Growth

History

Miller-Motte Colleges (MMC or Miller-Motte) and Miller-Motte Technical Colleges (MMTC or Miller-Motte) comprise the Miller-Motte family of schools which are part of Ancora Education. For over three-quarters of a century, Miller-Motte has been a reputable leader in private career education. Judge Leon Motte founded the school in 1916 in Wilmington, North Carolina. The school provided the local legal community with a small training center for courtroom stenographers. In 1979, Richard and Sharon Craig acquired the school and relocated it to South College Road across the street from the University of North Carolina at Wilmington.

In 1987, a branch campus was opened in Clarksville, Tennessee. Due to expansion, a new facility was built, and in 1989, the Clarksville campus moved to a new location at 1820 Business Park Drive. In 1989, the Clarksville Campus applied for, and was granted, stand-alone accreditation through the Association of Independent Colleges and Schools. During this time, the Clarksville campus was re-designated as the main campus, and the Wilmington Campus became a branch campus.

In 1929, Phillips Business College, then known as Phillips Secretarial School, was founded in Lynchburg, Virginia by the late Marjorie Green Phillips. In 1954, Virginia Commercial College, which had been established in 1909, merged with Phillips Business College. The college continued to operate under the Phillips Business College name until the late 1990's when, through a change in ownership, the school became a member of the Miller-Motte family of colleges.

In 1998, the stock of Miller-Motte Business College, Inc. was purchased by Delta Educational Systems, Inc. In November 2000, Miller-Motte Business College changed its name to Miller-Motte Technical College. The Charleston branch of Miller-Motte Technical College was opened in December 2000. In October of 2003, to accommodate the growing student population, the Wilmington campus moved to 5000 Market Street. In November 2006, the campuses located in North Carolina changed their names to Miller-Motte College. Over the years, the school opened additional locations in North Carolina, Virginia, South Carolina, and Georgia.

During the past 20 years, the colleges have added several key programs that have served the needs of the business and health care communities and provided even better employment opportunities for their graduates. Miller-Motte College and Miller-Motte Technical College are in a continual process of reviewing, assessing, and revising their curriculum in order to keep pace with improvements in technology and the increasing needs of business and industry.

In 2018, the Miller-Motte campuses in Clarksville, TN and Lynchburg, VA were closed.

In January 2018, Miller-Motte College was purchased by STVT-AAI Education Inc., dba Ancora Education and received accreditation by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Facilities

The facilities of Miller-Motte College are used to provide a safe and comfortable environment in which to attend class. Classrooms are large, well lit, heated, and cooled. In most classrooms, the campus provides tables for students which provide adequate study space. Classrooms house display boards and pull-down screens for overhead projector and computer projector displays as necessary. Medical laboratories are arranged to provide simulated medical facilities. Medical equipment is modern and provides students with the opportunity to learn with equipment they will encounter in the workplace.

Computer equipment is current and provides students with modern software and hardware including networking capabilities and internet access. The entire campus is covered by a wireless network which provides high speed Internet access to students and guests. Training aids such as CD ROM tutorials, overhead transparencies, DVDs, video and audiotapes, as well as access to LIRN e-Library on-line resources provide additional classroom enhancements.

The physical plant is well maintained and equipment is selected and maintained to support the curriculum of the campus. The physical plant is cleaned by a contracted cleaning service. Maintenance of equipment and other repairs are addressed as needed. Program directors inventory instructional equipment on a regular basis and request repairs or replacements as needed to ensure students have access to up-to-date, functioning equipment.

The Miller-Motte College - Wilmington is a branch campus of Platt College – Tulsa, 3801 S Sheridan, Tulsa, OK 74145 918-663-9000.

Distance Education support facility located at Ancora Shared Services Center, 8181 S. 48th Street, Phoenix, AZ 85044 602-357-2514.

Definitions

- Payment Period - a defined time frame that measures a student's progress in their selected program of study allowing for the administration of Title IV funding. Payment periods will vary depending on a student's selected program of study (i.e. term vs clock hour)
- Grading Period - the period of time for which students receive final grades, this can be a module, term, or payment period, varies by program.
- Term-based Programs - comprised of 10/12 week courses in a term, varying by program
- Modular-based Programs - comprised of four, six, nine, or twelve-week courses within a grading period, varying by program

Class Size

The school will maintain a proper ratio between teachers and students to allow adequate attention to each individual in both theory class and the laboratory. The student-teacher ratio will generally not exceed 30:1 in theory classes and 20:1 in laboratory classes.

The student-teacher ratio for the Dental Assisting program will generally not exceed 12:1 for classes with a lab component and 6:1 for Radiology Lab. The student-teacher ratio for the Surgical Technology program will generally not exceed 10:1 in laboratory classes.

Shared Services Center

Financial Aid Services and Career Services for students completing their academic programs through 100% online delivery are provided through the Ancora Shared Services Center.

Ancora Shared Services Center
8181 S. 48th Street
Phoenix, AZ 85044

Tuition Bond

The Wilmington Campus maintains a Tuition Guaranty Bond equal to or greater than the maximum amount of prepaid unearned tuition held existing at any time during the most recent fiscal year. The Wilmington Campus will fulfill its contractual obligations to its students. The Bond is held by the Clerk of the Superior Court of New Hanover County and the North Carolina Treasury Department, with a copy for student review maintained at the office of the Executive Director.

Admissions Requirements & Procedures

Miller-Motte College seeks students who have a strong desire for practical career preparation in their chosen fields and who have the ability to achieve academic success. Applications for admission are accepted throughout the year. Refer to the academic calendar for the exact starting dates. Information about enrollment in Miller-Motte College may be obtained from any of the school's Admissions Representatives.

General Admissions Requirements

The admission procedure requires an exchange of information between the applicant and an Admissions Representative either on campus or by remote representatives. These representatives conduct a personal interview with each applicant, during which the representative discusses the school's educational programs in relation to the applicant's career preferences, training needs, and individual motivation. This interview plays an important role in helping the applicant determine if the programs offered at the campus will help them achieve their career goals and if they will move forward with enrollment. High school applicants are encouraged to be accompanied by a parent or legal guardian.

In addition, applicants who plan to enter a program must meet the following admission requirements:

- Complete the SmarterMeasure Learning Readiness Indicator (see Assessments section for further information).
 - Effective for all Starts January 2020 and beyond, each Applicant in an Online program must meet a minimum score of 65 or higher on the Individual Attributes section.
 - Applicants in all programs (except clock hour and non-Title IV programs) must score a minimum score of 60% on the Technical Competency sections. Applicants who do not score the minimum score on the Technical Competency section are required to complete the Technology for Success (ORN0001) supplemental student orientation and achieve a minimum score of 60% on the Technology for Success assessment.

In an effort to maintain a safe educational and working environment for students and staff, the school reserves the right to not accept applicants who are known to have/disclose certain types of criminal convictions in their backgrounds. Admitted students who are discovered to have misrepresented their criminal conviction history in the application process may be subject to immediate dismissal. Similarly, students who commit certain types of crimes while enrolled may be subject to immediate dismissal. The school reserves the right to conduct criminal background checks on applicants and students in circumstances deemed appropriate.

Prior Education Requirement

Each applicant must have earned one of the following educational credentials from a Miller-Motte College recognized organization: a high school diploma or equivalent or a General Educational Development (GED) certificate.

Prior to starting classes, applicants will be required to submit proof of high school graduation or a recognized equivalency certificate (GED) to the school by providing the school with a copy of an official transcript confirming graduation or GED completion.

Arbitration

A condition of enrollment is the signing of an enrollment agreement by both the Student and a School administrator. The following provisions with respect to arbitration are part of the enrollment agreement. PLEASE READ THEM CAREFULLY TO ENSURE THAT YOU UNDERSTAND EACH PROVISION AND YOUR RIGHT TO OPT OUT OF THEM.

You (the Student) and the School agree that any dispute arising out of or relating to this enrollment agreement, your enrollment or your attendance at the School, whether such dispute arises during or after your attendance and whether the dispute is based on contract, tort, statute, or otherwise, shall be resolved by binding arbitration in the city and county in which the School is located. You (the Student) and the School each further agrees that this arbitration provision provides each party with its exclusive remedy for redress of any grievance or resolution of any dispute arising out of or relating to this Agreement (the Dispute), AND EACH PARTY EXPRESSLY WAIVES ANY RIGHT, INCLUDING WITHOUT LIMITATION THE RIGHT TO TRIAL BY JURY, IT MIGHT HAVE TO SEEK REDRESS.

THE STUDENT AND THE SCHOOL ALSO AGREE THAT DISPUTES MAY ONLY BE BROUGHT IN THE STUDENT'S INDIVIDUAL CAPACITY AND NOT ON BEHALF OF, OR AS PART OF, A CLASS ACTION OR REPRESENTATIVE PROCEEDING. If this specific paragraph is found to be unenforceable, then the entirety of these arbitration provisions shall be null and void and rendered of no further effect with respect to the Dispute.

If the Dispute is not resolved pursuant to the School's Dispute Resolution procedures as outlined in the School's catalog within 45 days from the date the Student submits a written complaint to the STVT-AAI Education Inc. Corporate Office, then the Dispute shall be resolved by binding arbitration in accordance with the Commercial Arbitration Rules and the Supplementary Procedures for Consumer Related Disputes of the American Arbitration Association (AAA) then in effect, and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof.

1. The Federal Arbitration Act shall govern this arbitration agreement. The substantive law which will govern the interpretation of a student's Enrollment Agreement and related documents and the resolution of any Dispute will be the law of the state where the School is located.
2. Arbitration shall be the sole method of resolving all Disputes between the parties to this agreement.
3. The arbitrator shall have the authority to decide all questions of arbitrability.
4. Arbitration will take place before a single neutral arbitrator, chosen according to the AAA Commercial Rules, in the city in which the School attended by the Student is located.
5. The parties may take discovery through interrogatories, depositions and requests for production that the arbitrator determines to be reasonable and necessary.
6. The arbitration shall be conducted in the English language.
7. The arbitrator shall have the authority to grant interim remedies pursuant to the AAA's Optional Rules for Emergency Measures of Protection then in effect. The arbitrator shall have the authority to award monetary damages measured by the prevailing party's actual damages and may grant any non-monetary remedy or relief that the arbitrator deems just and equitable and within the scope of this agreement between the parties. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction.
8. The arbitrator shall not have any authority to award punitive damages, treble damages, consequential or indirect damages, or other damages not measured by the prevailing party's actual damages.
9. The arbitrator also shall not have any authority to alter any grade issued to a student. The parties shall bear their own costs and expenses.
10. The parties also shall bear an equal share of the fees and costs of the arbitration, which include but are not limited to the fees and costs of the arbitrator, unless the parties agree otherwise. The Student is responsible for all other additional costs that the Student incurs in the arbitration including, but not limited to, attorney's fees or expert witness costs unless otherwise required of the School under applicable law.
11. Except as may be required by law, neither party nor an arbitrator may disclose the existence, content, or results of any such arbitration without the prior written consent of both parties.
12. If any clause within these arbitration provisions is found to be illegal or unenforceable, that specific clause will be severed from these arbitration provisions, and the remainder of the arbitration provisions will be given full force and effect.
13. If the Student does not wish to be bound by these arbitration provisions, the Student must notify the School in writing within 30 days of the date that these arbitration provisions become effective. The Student may opt out by mail to the campus mailing address. The Student's written notification to the School must include the Student's name and address as well as a clear statement that the Student does not wish to resolve disputes with the School through arbitration.

Finally, the School cannot require the Student to participate in arbitration or any internal dispute resolution process offered by the School prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 C.F.R. § 685.206(e); the School cannot, in any way, require the Student to limit, relinquish, or waive his or her ability to pursue filing a borrower defense claim, pursuant to § 685.206(e) at any time; and any arbitration required by this pre-dispute arbitration agreement tolls the limitations period for filing a borrower defense to repayment application pursuant to § 685.206(e)(6)(ii).

Background Checks

All students applying for admission are required to undergo a background check. The campus uses an unaffiliated service provider to perform these background checks. The campus may deny admission to a prospective student based on the results of his/her background check, or may deny enrollment into certain programs based on those results. The campus may also dismiss an enrolled student as a result of a criminal conviction during the student's course of study. Certain programs offered by the campus require students to successfully complete externship, practicum or clinical coursework at unaffiliated sites. Before accepting students, certain sites require background checks of their own. A student who cannot be placed at a site for any reason, including a background check result unsatisfactory to that site, may be unable to finish the program's required coursework and, therefore, may be unable to graduate. Employers in many fields also require pre-employment background checks of their own. Background check results unsatisfactory to employers in a particular field may limit a student's employment opportunities even if that student has graduated from a program in that field offered by the campus.

Drug Testing

Contracted externship/practicum sites may require students to undergo a drug test prior to beginning an externship/practicum experience. Students who refuse to submit may be unable to continue in their academic programs and may also be ineligible for employment in their career fields.

Vaccinations

The school does not require that students provide proof of vaccinations as a condition of enrollment or graduation. However, externship or clinical sites, particularly hospitals and other medical facilities, may have additional vaccination requirements. These requirements may vary by externship or clinical site but typically include the following:

- Tuberculosis test (PPD) or chest X-ray with report administered no more than one year prior to initiation of training
- Documentation of two rubeola, one rubella and one mumps vaccinations or positive titers
- Documentation of two varicella vaccines or positive varicella serology titer
- Evidence of Hepatitis B vaccination or declination as required by the OSHA Bloodborne Pathogens standard
- Tetanus (within past 10 years)
- Flu vaccination (if externing between October-March)
- Urine drug screening

Students are required to comply with any additional vaccination requirements of these sites and provide proof of vaccination to the school. If the student does not provide vaccination records for an externship or clinical site that requires proof, the school will work with the student to find another site where possible but this may lead to the inability to complete the externship element. The Education Department will review any additional criteria of an externship site.

Assessments

As part of the initial enrollment process, the school requires completion of the SmarterMeasure Learning Readiness Indicator entrance assessment. The SmarterMeasure assessment measures student readiness to engage in postsecondary learning based on non-cognitive indicators of success. The school uses the results of the assessment to determine the type of support that will be most beneficial to the student throughout the program of study. Applicants are required to complete the Technical Competency, Technical Knowledge and Learning Styles sections prior to acceptance. Applicants in all programs (except clock hour and non-Title IV programs) must score a minimum score of 60% on the Technical Competency sections. Applicants who do not score the minimum score on the Technical Competency section are required to complete Technology for Success (ORN001) supplemental orientation and score 60% on the Technology for Success assessment.

During orientation the student advisor/ program director/hybrid teaching assistant or student resource coordinator will schedule a meeting with each student to review the results of the SmarterMeasure Learning Readiness Indicator to discuss the results and develop success strategies based upon the SmarterMeasure assessment results.

Equal Educational Opportunity

a. Miller-Motte College declares and affirms a policy of equal employment opportunity, equal educational opportunity, and nondiscrimination in the provision of educational services to the public. The school will make all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on grounds of race, color, creed or religion, sex, (including pregnancy), sexual orientation, gender, gender identity, national origin, age, disability, genetic information or other factors which cannot lawfully be the basis for an employment decision.

b. Miller-Motte College reaffirms its policy of administering all of its educational programs and related supporting services and benefits in a manner which does not discriminate because of a student's or prospective student's race, color, creed or religion, sex, (including pregnancy), sexual orientation, gender, gender identity, national origin, age, disability or other characteristics which cannot lawfully be the basis for provision of such services.

c. Miller-Motte College adheres to the provisions of the following federal laws, in each case as they have been amended to date: (a) the Higher Education Act of 1965, (b) Section 504 of the Rehabilitation Act of 1973 and (c) the Family Educational Rights and Privacy Act of 1974. Inquiries concerning the application of these laws and their implementing regulations may be referred to the Executive Director.

Student Disability Accommodation

This policy and procedure enables Ancora Education campuses to comply with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, which requires reasonable accommodations made for qualified students with disabilities and prohibits Ancora Education from excluding such students from, or denying them the benefits of, its programs or activities.

It is the policy of Ancora Education to provide qualified students who have disabilities with reasonable accommodation based upon relevant law, the academic program's educational standards, and sound ethical practice in disability services.

Having provided sufficient evidence of a disability and need for accommodation, a student may make official requests for accommodation by submitting an official disability accommodations request form and supporting materials. Students should make accommodation requests as far in advance of the relevant course, entrance assessment, activity or program, to allow for appropriate consideration and planning. Because the reasonableness of any individual accommodation request can vary substantially depending upon a student's current course load, schedule, or course content, accommodation requests must be reviewed by the Director of Education each term of enrollment. When possible, students entering a program of study for the first time should submit information related to disability **at least six weeks prior to enrollment** so that reasonable accommodation can be arranged and delivered prior to the start of the term. The Director of Education will consider the information (documentation) provided by the student, consult with faculty and/or other campus officials as needed, and determine what constitutes reasonable accommodation(s) for the student's disability.

The Director of Education will identify a list of approved accommodations in accordance with the manifestations of the disability, a copy of which will be shared with the student. For academic accommodations, following review and approval at the start of each term of enrollment, the Director of Education will prepare individual letters for each instructor summarizing the approved accommodations relevant to his/her course. These letters will be delivered to the student and appropriate instructors through email. Faculty and other campus officials then are required to provide reasonable accommodation(s) in accordance with the Director of Education's letter(s). If a faculty member or other campus official does not agree to an accommodation request, the student should seek the assistance of the Director of Education.

A student who disagrees in any way with a decision regarding a request for accommodation may seek review of a decision under this procedure by contacting the Executive Director. If the Executive Director feels that the disagreement can be resolved informally, the Executive Director will try to do so, working with the student and the Director of Education and any other necessary individuals (such as a faculty member, for example). If informal resolution is ineffective or impractical, the Executive Director will refer the matter to the Office of the Chief Academic Officer for investigation and review.

Transfer of credit

Students who wish to transfer credits from another institution must submit transcripts from all postsecondary schools attended. An applicant may be granted transfer credit for courses taken at other schools that are determined to substantively address a consistent set of learning objectives compared with courses offered at Ancora Education campuses. Transfer of credit evaluations will be conducted using the following guidelines:

- An official transcript of the student's coursework must be furnished directly by the institution where the coursework was completed before any application for transfer credits can be accepted.
- The campus may request additional information such as course descriptions or syllabi if there is question on the comparability of program content to the program in which the student will enroll. The student is responsible for providing any requested additional information.
- The student may be required to demonstrate through testing any hands-on competencies before transfer credit is accepted for courses where such competencies are required.
- Credits must have been earned in courses offered at institutions accredited by an agency recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation at the time the credit was earned.
- A grade of "C" or higher must be earned in each course completed to be eligible for transfer from a non-Ancora owned school.
- A grade of "D" or higher must be earned in each course completed to be eligible for transfer from a commonly owned Ancora Education school.
- Credits will be evaluated on a course by course basis. In most instances, core requirements must be transferred within seven (7) year of completion. No timeframe restrictions will be imposed on general education coursework.
- Courses taken at institutions operating on quarter systems will be evaluated as direct equivalent credits into quarter credit programs. Those transferred from institutions operating on a semester basis to quarter hour institutions are multiplied by one and one half to convert them to quarter credit hours.
- In the case of a clock hour program, any course accepted must be at least the same number of clock hours as the course for which it is accepted. The student will also be required to demonstrate through testing any hands-on competencies prior to clock hour course credit being accepted for transfer.
- Courses that are classified as foundational in nature are not transferable.
- Transfer credits may impact the student's schedule, causing the student to be less than full-time, which may impact eligibility for some sources of financial aid.
- The student will not be charged any fees from the receiving institution for transferring in credits from other institutions. Students are responsible for all fees for obtaining official transcripts and supporting documentation for transfer of credit (Students receiving VA funding, see Proof of Previous Education).
- In all cases of transfer of credit, Ancora campuses will attempt to avoid excessive loss of previously earned credit and avoid coursework duplication. Any questions about transfer of credits/clock hours should be discussed with the Director of Education, or designee.

Maximum Transfer Credits Accepted (Residency Requirement)

The total credits not earned in residency, including credit by transfer and credit by proficiency testing, may not exceed seventy five percent 75% of the total credit hours (or clock hours for non-credit hour programs) required for the completion of the program of study. 25% of the student's total credit hours (or clock hours for non-credit hour programs) must be completed in residency.

Coursework Completed at Foreign Institutions

Credit earned at foreign institutions must be externally evaluated by an Ancora Education approved foreign credential evaluator which includes National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE) members.

Notice Concerning Transferability of Credits and Credentials Earned at Our Campus

Each Ancora Education campus is an accredited campus that is designed to provide the student with vocational career training and is not designed to prepare the student for transfer to other institutions. Acceptance of credits earned at a Ancora Education campus is determined solely by the receiving institution. The campus cannot and does not guarantee credit transfer.

Students wishing to transfer credits should first consult with the Registrar at those institutions concerning acceptance. Ancora Education campuses will provide official transcripts, for a fee, as well as course descriptions by request. Students with outstanding financial obligations will receive only unofficial transcripts, when requested. Accreditation alone does not guarantee credit transfer.

Transfer to Other Ancora Education Campuses

Students in good standing may transfer to another campus location. Transfer students are advised that they will be subject to the minimum residency requirements at the new campus for the program in which they are enrolled.

Procedure: Transfer of Credit

The student is responsible for requesting official transcripts be sent from the prior institution directly to Ancora Education campuses.

- All requests for transfer credit must be submitted by the end of the first term of attendance at the school.
- Since transfer credits impact scheduling and on time completion for students, students who submit official transcripts after the drop/add period in the student's first term may see changes to scheduling and on time completion.
- If needed to evaluate comparability of credit, the student may need to request course descriptions and syllabi from the prior institution.
- The Director of Education, or designee, will review credits based on the guidelines listed above.
- The Director of Education, or designee, will fill out the Transcript Evaluation Form and notify the student of the credits accepted for transfer.
- Students wishing to appeal decisions on transfer credit should submit request in writing to the Executive Director to identify reasons for appeal.
 - The Executive Director will request follow-up information as needed for the appeal.
 - The Executive Director will submit appeal through the Office of the Chief Academic Officer.
 - The Executive Director will notify student of final decision regarding transfer credit. The decision from the Office of the Chief Academic Officer will be final.
- Once transfer credit is accepted, the student's tuition will be adjusted based on the number of credits successfully transferred in.

Proficiency Testing

Ancora Education campuses may offer the opportunity for students to demonstrate proficiency in a course's content and receive course credit by examination. Both internal and external proficiency credit may be considered.

Internal proficiency exams are available for certain courses to provide students with the opportunity to earn credit for course material in which they have previous experience. Students must apply to request a proficiency examination for a particular subject. Such a request should be granted if an examination is available and the Director of Education has reason to believe the student's experience or training warrants such an evaluation. Students who were enrolled in the course beyond the Drop/Add period are not eligible to sit for the exam and a proficiency exam may only be attempted once. A score of 80% or higher is required to earn internal proficiency credit. Students will not be approved to test out of 300 or 400 level courses. Equivalent coursework from another institution may be evaluated for transfer credit per the transfer credit policy.

External Proficiency credit may also be granted to students who achieve acceptable scores on specific nationally recognized examinations such as Advanced Placement (AP), CLEP, and DANTES. The Director of Education, or designee, will review examinations proposed for credit to determine whether the material covered in the examination matches coursework in the student's program of study.

Procedure: Internal Proficiency Examinations

The student is responsible for requesting the Application for Proficiency Examination from the Office of the Registrar.

- The student must request the Application for Proficiency Examination form from the Academic Department within the first five weeks of the student's first term of enrollment.
- The student will fill out the form, including information as to why the student is requesting a proficiency examination. The campus may deny an application for a student who does not have relevant coursework, certification, or prior work experience.
- The Director of Education, or designee, will review the request, and if approved, will set up the proficiency examination.
 - Some examinations may be scheduled for a specific day and time.
 - Other examinations may be scheduled to be turned in by a specific day.
 - Some examinations may have a hands-on component that must be proctored.
- Students wishing to appeal decisions on proficiency examinations should submit the request in writing to the Executive Director to identify reasons for appeal.
 - The Executive Director will request follow-up information as needed for the appeal.
 - The Executive Director will submit appeal through the Office of the Chief Academic Officer.
 - The Executive Director will notify student of final decision regarding proficiency credit. The decision from the Office of the Chief Academic Officer will be final.
- Once a proficiency examination is passed, the student's tuition will be adjusted based on the number of credits successfully passed.

Proof of Previous Education for Veterans Affairs Funding

As a student receiving any Veteran Affairs (VA) funding, it is required to show proof of all previous education obtained for Post-Secondary studies. When applying for VA Benefits, a student must complete a transcript request for all schools previously attended. The school will submit the request at no cost to the student applying, and the student will initially be certified for the first academic term. The school should receive the requested transcript(s) within the student's first term to ensure accurate scheduling and timely certification of future charges. Each state has published limitations for how long a student may be certified without receipt and evaluation of prior coursework transcripts. Students with transcript(s) not received within their State's Limitation will no longer be certified for future coursework until the school has received the required transcript(s). Exceptions to these limitations must be approved by the State Approving Agency and Executive Director.

Program Length

The following table lists the expected program length in months for each program:

Program	Duration in Months
Allied Health Management	33
Business Administration – Bachelor Degree	30
Business Administration – Associate Degree	18
Criminal Justice	18
Dental Assisting	18
IT Support Specialist	18
Mechatronics	15
Medical Billing and Coding	15
Medical Clinical Assistant	15

Modes of Program Delivery

Miller-Motte College students may have the opportunity to complete a portion of their programs of study, subject to limits established by the institution's state licensure and accreditation, through distance education. The following chart outlines each program's mode(s) of delivery. Refer to the Distance Education section of the catalog for more information.

- C: On-Campus (no courses are available online)
- F: FlexTrack (some courses are available online)
- H: Hybrid (each course is partially on-campus and online)
- O: Online (all courses are available online)

Program	Modes of Delivery
Allied Health Management - Bachelor of Science	O
Business Administration - Bachelor of Science	O
Business Administration	F, H, O
Criminal Justice	F, H, O
Dental Assisting	F
IT Support Specialist	F, H, O
Medical Billing and Coding	H, O
Medical Clinical Assistant	F, H

Distance Education

Miller-Motte College students may have the opportunity to complete a portion of their programs of study, subject to limits established by the institution's state licensure and accreditation, through distance education 100 percent online or hybrid programs. Admission requirements for these programs do not vary from admission requirements for programs of study offered entirely on ground, with the exception of the following:

Applicants who plan to enter a distance education program must complete the SmarterMeasure Learning Readiness Indicator entrance assessment. The SmarterMeasure assessment measures student readiness to engage in postsecondary learning based on non-cognitive indicators of success. The school uses the results of the assessment to determine the type of support that will be most beneficial to the student throughout the program of study. Applicants are required to complete the Technical Competency, Technical Knowledge and Learning Styles sections prior to acceptance. Applicants in all programs (except clock hour and non-Title IV programs) must score a minimum score of 60% on the Technical Competency sections. Applicants who do not score the minimum score on the Technical Competency section are required to complete Technology Remediation (ORN001) supplemental orientation and score 60% on the Technology Remediation assessment.

During orientation the student advisor/ program director/hybrid teaching assistant or student resource coordinator will schedule a meeting with each student to review the results of the SmarterMeasure Learning Readiness Indicator to discuss the results and develop success strategies based upon the SmarterMeasure assessment results.

Hybrid programs of study allow students in certain programs of study to complete greater than 50 percent of their program online. Hybrid programs contain courses that are a combination of online and face-to-face instruction. Students are expected to interact with faculty and other students through online discussion boards as well as traditional face-to-face classroom activities. Students are required to participate in all face-to-face classroom activities and online activities as outlined in the course syllabi. These online programs are specifically designed for the student who will be accessing online courses from a standard home or personal computer. Students enrolling in online courses should have basic computer competency and skills. All students have access to the same support services regardless of the mode of instructional delivery. All students have access to library services, academic advising, tutoring, and career services. All distance education/online courses and programs offered by the campus have been deemed as equivalent in content and quality to the same courses offered via traditional delivery methods.

Under certain circumstances, such as a student getting out of sequence with course schedules or courses that may not be offered each term, students enrolled in hybrid programs may be required to take fully online classes to graduate.

Students participating in 100% online or hybrid programs are expected to complete the online orientation prior to the start of classes.

Students enrolled in fully online programs will submit admissions applications, financial aid paperwork and take placement exams via secure sites on the internet. Campus employees are available via phone, email and internet sources to assist students through the application process. Admissions and placement testing will be conducted through online software specifically designed for online distribution.

Hybrid Learning

Hybrid learning provides the student with an opportunity for greater flexibility in the learning environment. Hybrid courses are designed as a combination of online and residential (on-ground classroom) based learning. Each course has a specific percentage of the course delivered through online delivery. In most situations, a hybrid course consists of 55% classroom based instruction and 45% online instruction.

Authentication and Protection of Student Identity

Users are provided a unique username and password and are prohibited from providing the user's name and password to any other individual.

The students' username, password, and email address are used to authenticate the student's identity in order to complete assignments within the Learning Management System. All testing is completed through the Learning Management System, and the student's unique username and password is used to verify the student's identity.

The student's unique username and password is used to verify student identity. Neither the Institution nor Ancora Education will release any student's username and password to any individual that would violate a student's rights under the Federal Educational Rights and Privacy Act. No student is assessed any additional charges or fees associated with the verification/authentication of student identity.

Technology Specifications for Online Courses

Each student enrolled in an online or hybrid course(s) or program of study provided through the College is expected to have access to an internet connection, computer hardware and operating software as outlined below. Campus computer labs are available to access online course content and to meet the necessary technology requirements.

Students Accessing Courses

All students receive a device that meets the requirements for their enrolled program. If a student did not receive a device, they will be required to use a computer that meets or exceeds the following specifications:

- Operating System:
 - Windows 7 and greater
 - OS X 10.13 and greater
 - Chrome (latest version)
- Memory: 4GB or higher
- Chrome Browser (most recent release)
- headset or speakers
- Internet Connection: High Speed Cable or Faster

Note for those who may access courses from your place of employment: Employers often place restrictions on the content allowed through the organization's firewall or network security measures. Such measures may affect your ability to access your online courses from place of employment, or using employer-provided Internet access, and is beyond our ability to predict or control.

Internet Policy

Acceptable use Internet access, which connects thousands of computers and millions of subscribers, is available to students and staff. Internet access can promote educational excellence by facilitating resource sharing, innovation, and communications.

Throughout the educational community, the Internet can be used to educate and inform staff and students. As a learning resource, the Internet is similar to books, magazines, audio recordings, videos, and other information media. Students and educators use the Internet to participate in distance learning activities, to ask questions, and consult with experts, to communicate with other students, educators, and individuals, and to locate materials to meet educational needs.

The Internet also provides access to material that is of no educational value. However, the value of the information found and interaction available outweighs the possibility of locating inappropriate material.

Internet access is coordinated through a complex association of government agencies, as well as regional and state networks. The smooth operation of the network relies upon the proper conduct of all users who must adhere to strict guidelines. The guidelines, which require efficient, ethical, and legal utilization of the network resources, are provided here so that users are aware of the responsibilities they are about to acquire. In addition, guidelines from other service providers may result in access being suspended and or future access being denied.

Online Responsibilities

a. Acceptable use

The goal of providing Internet access for students and staff is to support education and research consistent with the educational objectives of the School. Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material in violation of School Policies.

b. Privileges

The use of the Internet is a privilege, not a right, and inappropriate use will result in suspension of that privilege. The equipment, network, and data are the sole property of the School. Therefore, the School retains the right to monitor and or audit any network account at random to insure that the user is adhering to this policy.

c. Network Etiquette

While each user has the right to free speech, each user is expected to abide by the School's accepted code of conduct. Appropriate behavior in telecommunications includes, but is not limited to:

- i. Being polite
- ii. Using appropriate conduct. Do not swear, use vulgarities, be abusive, post or publish objectionable material.
- iii. Not engaging in illegal activities.
- iv. Not revealing personal addresses or phone numbers.
- v. Recognizing that school electronic mail is not private. Messages relating to or in support of illegal activities or in violation of the acceptable use policy will be reported to appropriate authorities.
- vi. Not knowingly or carelessly performing an act that will interfere with the normal operation of computers, peripherals, or networks.
- vii. Respecting copyright laws. All communications and information access via the network are private property unless otherwise stated.
- viii. Not employing the network for commercial purposes.
- ix. Not transmitting material that infringes upon the right of others.

d. Warranty

The School makes no warranties of any kind, whether expressed or implied, for the service it is providing. The School will not be responsible for any damages suffered using the Internet. These include, but are not limited to, loss of data resulting from delays, nondeliveries, misdeliveries, service interruptions, or personal errors or omissions. Use of any information obtained via the Internet is at the user's risk. The School specifically denies any responsibility for the accuracy or quality of information obtained through Internet access.

e. Security

Security on a computer system is critical especially when a system involves many users. Proper procedures for logging in and off the network must be followed. If a security problem is identified, the user must notify a system administrator or staff member. The problem may not be demonstrated to other users. Unauthorized use of accounts is strictly prohibited. Attempts to log on the Internet as the network administrator will result in immediate cancellation of user privileges. Users who have a history of problems with other computer systems or who have been identified as a security risk for any other reason will be denied access to the network.

Users are provided a unique username and password and are prohibited from providing the user's name and password to any other individual.

The students' username, password, and email address are used to authenticate the student's identity in order to complete assignments within the Learning Management System. All testing is completed through the Learning Management System, and the student's unique username and password is used to verify the student's identity.

A student's unique username and password is used to verify the student identity and neither the Institution nor Ancora Education will release the student's username and password to any individual which would violate the student's rights under the Federal Educational Rights and Privacy Act.

f. Vandalism

Vandalism will result in suspension or cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy the data of another user or to damage other networks. This includes but is not limited to the uploading or creation of computer viruses.

Refer to the catalog's Student Code of Conduct section for a list of possible disciplinary sanctions.

Tuition

Prior to registration all students must meet with financial aid concerning tuition arrangements. The school reserves the right to increase tuition costs with prior notice of at least 60 days. Students who leave school for any reason and later return will re-enter at the then current tuition rate and program fee rate in accordance with the current catalog.

Program Fees

Program fees represent an adjustment to the basic tuition rate and reflect the cost of specialized facilities, equipment, materials, instruction, or other circumstances required to offer a program. Program fees are assessed each quarter to students enrolled in certain programs as an additional charge based on the number of credit hours taken and are payable in full at registration. Note that Program fees apply to all classes in the designated program.

Program	Total Credits	Total quarters	Tuition per credit	Tuition total	Program fee per credit	Program fee total	Registration fee	Total program charges (estimate)
Allied Health Management - Bachelor of Science	188	13	\$290	\$54,520	\$60	\$11,280	\$40	\$65,840
Business Administration - Bachelor of Science	186	13	\$290	\$53,940	\$60	\$11,160	\$40	\$65,140
Business Administration	92	7	\$290	\$26,680	\$60	\$5,520	\$40	\$32,240
Criminal Justice	92	7	\$290	\$26,680	\$60	\$5,520	\$40	\$32,240
Dental Assisting	92	7	\$290	\$26,680	\$70	\$6,440	\$40	\$33,160
IT Support Specialist	92	7	\$290	\$26,680	\$70	\$6,440	\$40	\$33,160
Medical Billing and Coding	72	6	\$290	\$20,880	\$60	\$4,320	\$40	\$25,240
Medical Clinical Assistant	72	6	\$290	\$20,880	\$60	\$4,320	\$40	\$25,240

Online students are not assessed any additional fees.

OTHER FEES	
Returned Check Fee	\$25 per item

Student Discounts

Employee Family Member Tuition Discount

Full-time employees or their spouse may qualify for a tuition discount of 50% off the tuition charge each term. Executive Director and HR/Home Office approval is required.

Returning Graduate Discounts

From time to time, the school may offer tuition discounts of varying levels to its graduates and graduates of other Ancora Education schools who enroll for the first time in an online program offered by the school. Interested graduates should inquire at the school's Financial Aid Office regarding the availability of these discounts.

For students in Online programs

Miller-Motte College Wilmington will offer a 20% Military Discount to eligible Veterans and dependents, Active Duty, National Guard, & Reservist service members and their spouses. To receive the discount, please provide proof of service to your Financial Services Representative through one of the following methods:

Active Duty and Reservists:

- Service Member's current Active Military ID
- Service Member's current Notice of Basic Eligibility
- Service Member's current Leave and Earnings Statement

Veterans and Dependents

- DD-214
- Notice of Basic Eligibility (NOBE)
- Certificate of Eligibility

Payment Plans

Tuition, fees, and book supply charges are due and payable at registration. Arrangements may be made for students to pay on a monthly basis the portion of their charges not met by financial aid, scholarships, grants, or other sources. All payment arrangements must be discussed with the Financial Services office prior to registration.

Students expecting to use loan and grant funds must realize that it is their responsibility to provide all information and documentation necessary to obtain all forms of financial aid by the deadlines imposed by the school and the funding sources. Failure to do so may result in the student being required to provide immediate payment of all applicable charges.

Working students who are eligible for company-sponsored tuition reimbursement are required to advise and provide appropriate documentation to the Financial Services office.

Textbooks

Textbooks are available for purchase at the campus' online-bookstore and may be in addition to tuition and fees based on your enrollment agreement.

Appropriate charges for textbooks will be added to your student account. Textbooks purchased by the student become the property of the student. The bookstore is offered as a service to students. Students are not required to purchase their books at the bookstore or from the school.

Book Provision for Pell Grant Eligible Students

Effective July 1, 2011, Section 668.164(i) of the regulations under Title IV of the Higher Education Act of 1965, as amended, requires that a school provide a way for a Federal Pell Grant eligible student to obtain or purchase required books and supplies by the seventh day of a payment period under certain conditions if the student were to have a Title IV credit balance. To satisfy that requirement, this institution provides required books and supplies to students through its online bookstore.

Students may choose to opt out of this method and obtain books and supplies on their own. To do so the students will need to notify the Business Office prior to the start of the term.

Past Due Accounts

The student is obligated for tuition, books, and other fees for each period of enrollment. Any student who is delinquent in payments due to the school is subject to exclusion from school privileges including, but not limited to, receiving grade reports, issuing of transcripts, and participation in graduation ceremonies. Students whose accounts are past due are subject to dismissal and/or referred to a collection agency at the discretion of the school.

Financial Aid

Financial Aid is available to assist for those who qualify to assist with paying for educational expenses. Financial assistance for qualified students may consist of federal grants and/or loans, which may supplement the student's own contribution toward completing their educational program. Miller-Motte College offers various financial assistance programs to qualified students including federal, state, local and private programs. Students interested in financial assistance should see the school's Financial Aid Office.

Applying for Student Financial Assistance

All students seeking or applying for financial assistance must meet with a member of the school's Financial Aid Office staff to complete the application process. During this process, the staff member will provide guidance to the student on how to access the Free Application for Federal Student Aid (FAFSA, www.fafsa.ed.gov) for completion by the student. The Financial Aid Office staff will provide the student with any other forms necessary to determine the student's eligibility and complete the application process. It is the student's responsibility to provide all required documents in order to verify eligibility and process the application in a timely manner.

Grants

Grants are money awards that do not have to be repaid and are given to students based specifically on financial need.

The Federal Pell Grant Program Provides federal grants to students who demonstrate calculated financial need. A student's Federal Pell Grant will vary depending upon his/her enrollment status (i.e. full-time, half-time, etc.). The Federal Pell Grant is considered to be the "floor" of the financial aid package, and may be combined with other forms of financial aid. Qualifications for the Federal Pell Grant are determined by the FAFSA.

The maximum award for full-time enrollment for the 2019-2020 award year is \$6,195.

Loans

There are several loan programs available. Loans must be repaid. Miller-Motte College is dedicated to finding ways to help students make responsible borrowing decisions and keep students' debts to manageable levels. Borrow only what you need to cover the cost of tuition, fees and books to ensure you are not taking on more debt than necessary. Remember, you are expected to repay your loan plus interest. Acquiring too much loan debt may be detrimental to your long-term financial health. The less you borrow, the less you will have to repay after graduation.

A. William D. Ford Federal Direct Loan Program

Loans made through this program are referred to as Direct Loans, because eligible students and parents borrow directly from the U. S. Department of Education at participating schools. A student must be enrolled at least halftime to be eligible for a loan. Direct Loans include the following:

- **Direct Subsidized Stafford Loans:** Subsidized Stafford Loans are available to undergraduate students who display financial need. Financial need is determined by the results of the student's FAFSA application and the school's Cost of Attendance. The U. S. Department of Education pays (subsidizes) the interest that accrues on a Direct Subsidized Loan during the interest rate for loans first disbursed between July 1, 2020 and June 30, 2021 is fixed at 2.75% APR. First year dependent and independent undergraduate students may borrow up to \$3,500; second year dependent and independent undergraduate students may borrow up to \$4,500 and third year dependent and independent undergraduate students may borrow up to \$5,500.
- **Direct Unsubsidized Stafford Loans:** Unsubsidized Stafford Loans are available to undergraduate and graduate students. There is no requirement for a student to demonstrate financial need. The student is responsible for paying the interest that accrues on the Direct Unsubsidized Loan. The interest rate for loans first disbursed between July 1, 2020 and June 30, 2021 is fixed at 4.30% APR. Independent students (and dependent students whose parents are unable to obtain a Direct PLUS loan) may borrow up to an additional \$6,000 for first and second year loans, and an additional \$7,000 for third year loans. Also, all dependent undergraduate students whose parents do not qualify for a Direct PLUS Loan may borrow up to an additional \$2,000 of Direct Unsubsidized Loans.
- **Direct PLUS Loans:** Direct PLUS loans are available to the parents, or adoptive parents, of undergraduate students. The PLUS loan allows parents to borrow to assist their dependent children in paying educational expenses. The interest rate for loans first disbursed between July 1, 2020 and June 30, 2021 is fixed at 5.30% APR. Payments on both principal and interest begin when the loan is fully disbursed. Parents may borrow up to the Cost of Attendance for the student's program, less any other financial aid received. Federal PLUS loans are subject to credit check. Note: Direct PLUS loans are also available to graduate or professional students.

B. Federal Work Study Program

The Federal Work Study Program (FWS) enables students to earn money for their educational expenses by working in part-time positions. Students are paid hourly for working generally twenty hours per week, depending upon the position. Federal Work Study students may work only in positions *related to student services or their programs of study*. Applications may be obtained from the Financial Services office and the application must be submitted to the Financial Services office. Students holding a bachelor's degree are eligible to participate in the FWS. Applicants may be required to go through an interview process.

Vocational Rehabilitation

A student with a physical or mental disability which may be a handicap to employment may be eligible for training services provided through the state government agency for Vocational Rehabilitation. Students desiring further information should contact the admissions office or call Vocational Rehabilitation directly.

Veterans Education Benefits

Veterans, children, widows, widowers, and spouses of disabled or deceased veterans, and war orphans are eligible for educational benefits. The required application forms should be obtained, completed, and submitted to the school as far in advance of enrollment as possible, and may be obtained from the Veterans Administration office. Veteran benefits will be governed by the latest policies pertaining to the Veterans Administration regulations.

Veterans and eligible persons using veterans' benefits are measured academically based on the satisfactory progress thresholds defined in Standards of Satisfactory Progress (SAP) policy as are all students attending the school. Veterans' benefits will be suspended for any students who are academically suspended from the school. Refer to the SAP policy section for details of this policy.

Financial Aid Eligibility

Student financial aid applicants must satisfy certain requirements in order to be able to receive and continue to use financial aid. These requirements include, but are not limited to:

- Fulfilling of all admission requirements;
- Submitting of all documentation requested by the school or lender(s) or both;
- Maintaining satisfactory academic progress in accordance with school policy;
- Completing "aid specific" requirements, such as entrance and exit loan counseling.

In addition, graduating students who received federal student loans must complete exit loan counseling and meet all other graduation requirements before they will be considered a graduate and awarded a degree, diploma, or certificate. Withdrawing students who used federal student loans must attend exit counseling.

Cancellation and Refund Policy

The SCHOOL has adopted this Cancellation and Refund Policy for all of its campuses. The reason for a student's cancellation or withdrawal does not affect how this Cancellation and Refund Policy is applied.

Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided.

All monies paid by an applicant will be refunded if requested within three days after signing an enrollment agreement and making an initial payment or prior to the end of the drop/add period, whichever is later.

Written notice of cancellation or withdrawal will take place on the date the letter is postmarked or in a case where the notice is hand carried, it shall occur on the date the notice is delivered to the SCHOOL. The date of acceptance will be the delivery date of the notice of acceptance. If the notice is delivered by mail, it will be the postmarked date of the letter of acceptance. Written notice of cancellation or withdrawal is not required for payment of refund.

This section of the Cancellation and Refund Policy determines the amount of institutional charges that the SCHOOL has earned, and for which the student must pay, based on the student's attendance. For purposes of determining the refund or the amount a student owes for the time attended, the last date of attendance is used. A student shall be deemed to have withdrawn when any of the following occurs: (a) the student notifies the SCHOOL of the student's withdrawal or the actual date of withdraw, (b) the SCHOOL terminates the student's enrollment as provided in the ENROLLMENT AGREEMENT or (c) the SCHOOL withdraws the student if the student fails to attend as outlined by the attendance policy.

When such withdrawal occurs prior to the end of the drop/add period of the initial period of enrollment, all tuition, fees, and other charges will be refunded in full.

If a student ceases attendance or provides notice of cancellation or withdrawal after the start of the period charged, but at or before completion of 60% of the period charged (75% for students attending in Texas), the amount charged for tuition for the completed portion of the course(s) shall not exceed the prorated portion of the total tuition charged for the period arrived at by multiplying the total tuition charged for the period by the ratio of the number of days attended to the total number of days in the period.

Example: Assume that a student, upon enrollment in a 70 day (10 week) term with the following costs \$3,884 for tuition and \$540 Program Fee, as specified in the ENROLLMENT AGREEMENT, withdraws after attending 25 days. The pro rata refund to the student would be \$2496.86 based on the calculation set forth below:

\$3,884	÷ 70 Days	× 45 Days Remaining	= \$2496.86
Amount charged		Actual Refund Amount	

If the student ceases to attend the SCHOOL after completing 60% of the period charged (75% for students attending in Texas), the student will be charged 100% of the tuition and charges applicable for all courses in the payment/academic period.

Return to Title IV

SUMMARY OF THE REQUIREMENTS OF 34 CFR 668.22 - TREATMENT OF TITLE IV AID WHEN A STUDENT WITHDRAWS

The law specifies how Miller-Motte College must determine the amount of Title IV program assistance that a student earns if the student withdraws from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq Afghanistan Service Grants, Academic Competitiveness Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans. Please note that Miller-Motte College does not participate in all of these Title IV programs.

When a student withdraws during his or her payment period or period of enrollment the amount of Title IV program assistance that a student has earned up to that point is determined by a specific formula.

If a student did not receive all of the funds that the student earned, the student may be due a Post-withdrawal disbursement. The school may automatically use all or a portion of the student's Post-withdrawal disbursement of grant funds for tuition and fees. If the student's Post-withdrawal disbursement includes loan funds, the school must get the student's permission before Miller-Motte College can disburse them. The student may choose to decline some or all of the loan funds so that the student doesn't incur additional debt. However if the student owes a balance to the school, the student may want to authorize the loan disbursement to pay those charges in order to avoid having a payment to the school in addition to the Federal Loan payment.

While Miller-Motte College will automatically use all or a portion of the student's Post-withdrawal disbursement of grant funds for tuition and fees, the school needs the student's permission to use these funds for any other school charges. If the student did not give permission, the student will be offered the funds.

There are some Title IV funds that cannot be disbursed to the student once he or she withdraws because of other eligibility requirements. For example, a first-time, first-year undergraduate student who has not completed the first 30 days of his or her program before withdrawing will not receive any Direct Loan funds that the student would have received had the student remained enrolled past the 30th day.

If a student receives (or the school or parent receives on the student's behalf) excess Title IV program funds that must be returned, the school must return a portion of the excess equal to the lesser of:

- a. The student's institutional charges multiplied by the unearned percentage of the student's funds, or
- b. The entire amount of excess funds.

The regulations require that the school return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:

- a. Unsubsidized Direct Stafford loans (other than PLUS loans).
- b. Subsidized Direct Stafford loans.
- c. Federal Perkins loans.
- d. Direct PLUS loans.
- e. Federal Pell Grants
- f. Federal Supplemental Educational Opportunity Grants (FSEOG) Federal Teach Grants for which a Return is required.
- g. Iraq Afghanistan Service Grant for which a return is required.

Refunds to the student or any of the Title IV or State programs will be paid within 45 days from the withdrawal/termination date (or any shorter period required by applicable law).

If the school is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student must return, the student (or parent for a PLUS Loan) must repay in accordance with the terms of the promissory note. That is, the borrower makes scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that the student must return is called a grant overpayment. Any overpayment as a result of withdrawal will be returned to the Department of Education on the student's behalf. However, the return of this overpayment may result in a debt owed to Miller-Motte College. The requirements for Title IV program funds when a student withdraws are separate from the school's refund policy. Therefore, a student may still owe funds to the school to cover unpaid institutional charges that the school was required to return.

For purposes of calculating a clock hour return to Title IV that has externships or clinic courses without a defined schedule in CampusVue, the scheduled hours used in the return to Title IV calculation will be determined by using the total contact hours for the course divided by the number of weeks in the externship or clinic courses. If a daily hour subdivision is needed, to determine a student's LDA, a week in an externship or clinic course will be divided by 5 days. This is only in the case a student drops in that course and they need to calculate scheduled hours up to LDA.

[1] This policy explains the requirements for the return of Title IV funds, which is part of the institutional refund policy.

Definition of Withdraw and Return to Title IV

For purposes of calculating Return to Title IV, a student is considered to have withdrawn from a payment period or period of enrollment if—

(A) In the case of a program that is measured in credit hours, the student does not complete all the days in the payment period or period of enrollment that the student was scheduled to complete;

(B) In the case of a program that is measured in clock hours, the student does not complete all of the clock hours and weeks of instructional time in the payment period or period of enrollment that the student was scheduled to complete; or

For a student in a non-term or nonstandard-term program, the student is not scheduled to begin another course within a payment period or period of enrollment for more than 45 calendar days after the end of the module the student ceased attending.

For answers to questions about Title IV program funds, students should contact one of the school's Financial Services Officers.

Return to Title IV and Recording of Attendance

For purposes of calculating Return to Title IV, because this institution voluntarily records attendance in all programs and classes, the school is determined to be a school that is required to take attendance, and as such, uses the student's last recorded day of attendance in determining the percentage of Title IV aid earned for the payment period or period of enrollment.

Career Services

The primary purpose of Career Services is to help Miller-Motte College graduates obtain employment in their areas of specialization. Satisfactory completion of program course work by the student is the first step in the employment process. The Career Services office provides specific training in various job-seeking skills through required coursework, optional training sessions, graduation seminars, and individual advisement. The Career Services staff works with each student throughout his or her program to determine areas of employment interest and to explore placement options. This assistance continues through graduation and for alumni. Students are required to provide information that enables them to partner with Career Services in achieving their career goals. Students and graduates are notified of appropriate employment opportunities as they arise. Although it is impossible to guarantee each graduate a job, the Career Services office works to provide job leads and to assist the student in the placement process.

Success and Professional Growth Orientation

The campus provides a success and professional growth program required for students enrolled in hybrid, online, and technology-enabled content programs. The program acquaints new students with what the school expects of the student and what the student can expect from the school. The program is designed to provide the opportunity for advisement on academic matters, registering for classes, and answering questions. All new students are required to participate in the orientation program.

Advising Services

Advising services are available to assist students in resolving educational, career, and vocational problems. General personal concerns relating directly to academic success can be addressed on campus whereas more serious concerns will be referred to the appropriate outside agency. The Director of Education, Student Resources Coordinator, Registrar, and Program Directors can help students plan their educational programs as well as adjust to the demands of school.

Tutorial Assistance

The school provides assistance for students experiencing academic difficulties. Faculty will make every effort to identify students in need of assistance. Students are urged to take the initiative in seeking out-of-class help and to discuss their difficulties with their instructors. Tutors are available to work with students on an "as needed" basis at no charge to the student.

Health Services

Miller-Motte College has no health services located at the school. However, hospitals, clinics, and physicians are located nearby. The school seeks to assist students who have special health problems or limitations in the attainment of their educational goals. Services are provided in accordance with Section 504 of the Rehabilitation Act of 1973.

In the event of accident or illness on campus, the Director of Education should be notified immediately. Students who become ill, injured, or develop health problems requiring professional attention are referred to the emergency room of the hospital or to a local physician in accordance with instructions given by the student or the student's family. In an emergency situation that requires immediate attention, a student may be taken directly to the hospital.

Environmental health and safety on the campus are the responsibility of the school. It is the policy of the school to have all facilities comply with the requirements of the state and local building codes, the board of health, and fire department regulations.

Our school is focused on the academic success and personal well-being of our students. An important but often overlooked element of that educational journey is mental health. Our school partners with META, a teletherapy company powering a mobile application designed to help college students connect to mental wellness providers. Students are able to download the META app, which includes a network of in-state licensed mental health professionals such as counselors, therapists, psychologists, and psychiatrists. Students download the app, choose a provider, and receive counseling through the privacy and convenience of their smartphones via chat, video or voice calls. www.meta.app

Student Change of Address

When a student relocates to a different address, it is important to update the address on record so that campus correspondence sent by mail reaches the student or graduate. To update your address, follow these steps.

1. Log into the student portal.
2. Click "Edit Your Profile" located after your student ID in the green bar that runs across the top of the page.
3. On the next page, click the Edit button located in the bottom right corner of the page.
4. Make any necessary changes and then click the Save button in the bottom right corner of the page.

School Closings Due to Weather

When inclement weather causes the possible delay or closing of the school, this information will be announced on local television stations after 6:00 a.m. for day classes and after 3:00 p.m. for evening classes. Closings for day and evening classes will be announced separately.

Emergency Information

In the event of a fire or other disaster that requires evacuation of the campus, students should vacate classrooms and other areas of the building in an orderly fashion and gather at the designated locations so that the instructor may take attendance. Re-entry into the building is allowed only when the all-clear signal has been given. Students will find evacuation routes posted in each classroom.

Library

The library offers curriculum related resources, a quiet room to study, computers, and a friendly and comfortable environment for tutoring, reading, research, and the exchange of ideas.

Library collections are online through the LIRN (Library and Information Resources Network) Research Databases, and via the Library website's other curated and professionally vetted resources. Every student has access to millions of academic, peer-reviewed full-text articles, journals, transcripts, audio, video, e-books, photos, and more to support general interest, reference items, and subject specific interests. In addition to resources, there are trained library staff to help each student successfully complete their chosen program. As well as on-site assistance, students can phone, and email a professional Librarian online.

A professional online Librarian can be accessed live via the Student Portal or LMS through the Library Website at the following times:

Phone (Hours in EST)

Monday-Thursday: 1pm-8pm

Library Open for Students:

Monday through Thursday 8:00am - 10:30pm

Friday 8:00am - 5:00pm

Librarian on Staff:

Monday and Thursday: 10am - 8pm

Tuesday and Wednesday: 8:30am - 6:30pm

Friday: 8:30am - 1:30pm

Housing

As most students reside within commuting distance, the school does not maintain dormitory facilities. However, students desiring housing accommodations should contact the Director of Admissions for information.

Publications and Announcements

Announcements can be read via the student portal. Announcements and updates are also posted on the bulletin boards throughout the corridors, classrooms, and student lounge. Student should check the student portal and bulletin boards periodically for any notices and/or special announcements.

Hours of Operation

Classes are scheduled Monday through Thursday, from 8:00 am to 10:30 pm and Fridays and Saturdays as needed. Administrative offices are open Monday through Friday. The dates of operation of the online bookstore are announced prior to the beginning of each term and at registration. Hours for each department are posted on office doors or near the offices. For current information, check the student portal.

Crime Awareness

Students are to report to the Executive Director, or in his/her absence to a faculty/staff member, any criminal activities taking place on the premises or in the parking lot of Miller-Motte College. This includes any school-sponsored function. Such actions will then be reported to the proper authorities.

Campus Visitors

Visitors to the school must check in at the reception desk upon arrival. Students are invited to have their parents, relatives, or friends tour the campus. If visitors have questions, they are welcome to meet with the staff.

Children

Children are not allowed to accompany a student to class or to be left unattended on campus. If a student brings a child to class, the instructor should inform the student of the policy and ask him or her to remove the child from the classroom. If a child is left unattended, the Director of Education or other administrator should be notified. The Director of Education will then locate the parent and inform him or her of the policy. The school assumes no liability for injuries incurred by minors while on campus.

Student Code of Conduct

Statement of Shared Responsibility

Students, faculty, staff and administration constitute a community of learners. Collectively, we share responsibility for exchanging knowledge and information, creating a culture that respects and values diversity and for maintaining an environment of accountability. Within the challenging and supporting learning environment at Miller-Motte College, students of all ages, ethnicities, religions, genders, abilities, socio-economic backgrounds and sexual orientations are welcome to engage in the process of preparation for career readiness, active citizenship and lifelong learning.

In order to realize its mission, all members of the Miller-Motte College community have a responsibility to promote and the right to expect:

Respect for Persons: The opportunity to ask questions and to express opinions is fundamental to the learning process. Diversity in perspective strengthens the learning environment for all participants. All members of the community will demonstrate respect for others while communicating a point of view and while allowing others to do the same, ensuring that the campus is free from intimidation and harassment. Disagreements among members of the community are expected to be resolved through a process that preserves mutual respect.

Respect for the Learning Process: Community members should be committed to a journey of continuous improvement for themselves and for others. Each individual brings with him/her a unique set of knowledge, skills, abilities and experiences that add richness to the learning environment. Individuals will progress at their own rate, within the approved parameters of the curriculum, capitalizing upon their own preferred style of learning in order to make progress on their journey. The unique journey of each individual should be encouraged and honored. The Student Code of Conduct has been developed to ensure that the learning process is not inhibited or disrupted for any individual or group of individuals.

Respect for the Learning Environment: The physical and virtual classroom, the institutional facilities and the campus, as well as all equipment and learning materials constitute the learning environment. Expectations for adherence to the Student Code of Conduct apply to those instances where the learning experience extends beyond the institution, such as situations that involve a field trip or an internship/externship/clinical/practicum. Equipment and learning materials vary by program. The safety of all members of the learning environment is of the utmost concern to the institution. Students must adhere to the dress code requirements for their program of study. All members of the learning community will utilize the resources provided by the institution as instructed and with caution, making campus officials aware of issues associated with facilities, equipment or learning materials.

Respect for Academic Integrity: All members of the community are required to adhere to institutional standards of academic integrity. One of the greatest values of participating in a community of learners is the opportunity to learn from others; however, individuals must acknowledge the sources of the information that are used to advance a point of view. Academic misconduct involves dishonesty or deception in the fulfillment of academic requirements. It includes, but is not limited to, cheating, plagiarism, unpermitted collaboration, forged attendance, using advantages not approved by the instructor, knowingly allowing another student to plagiarize or cheat from one's work or submitting the same assignment for multiple courses without the knowledge of the instructor.

Student Code of Conduct Policy Statement

Miller-Motte College affirms its commitment to provide an engaging learning environment and promote the exchange of ideas among the members of the learning community. All individuals who come to Miller-Motte College to work and study will be accepted as unique individuals worthy of making a valuable contribution to the learning environment. Discrimination, disruption or harassment on the basis of age, ethnicity, religion, gender, ability, socio-economic background or sexual orientation will not be tolerated.

Miller-Motte College accepts responsibility for communicating these values to students, faculty, staff, administration and the community served by the institution. The success of the policy to protect the learning environment and those engaged in the learning process is dependent upon the willingness of members of the community to make known behaviors and conduct that violate the policy.

A student found to have committed any one of the following Student Code of Conduct Offenses will be subject to the full range of sanctions including written reprimand, suspension and expulsion.

Student Code of Conduct Offenses

Academic Misconduct – Dishonesty or deception in the fulfillment of academic requirements. It includes, but is not limited to, cheating, plagiarism, unpermitted collaboration, forged attendance, using advantages not approved by the instructor, knowingly allowing another student to plagiarize or cheat from one's work or submitting the same assignment for multiple courses without the knowledge of the instructor.

Dating Violence – Violence committed by an individual (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship (ii) The type of relationship (iii) The frequency of interaction between the persons involved in the relationship. This offense applies to any such illegal activity by a current student, staff or faculty member.

Domestic Violence – Felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction. This offense applies to any such illegal activity by a current student, staff or faculty member.

Dishonesty – Provision and/or submission of false information to the institution by forgery, alteration or misuse of documents or records, falsifying a written or oral statement or submission of false identification to the institution.

Failure to Adhere to Dress Code – Programs of study are created to develop the knowledge, skills and competencies required for an identified set of career outcomes. As such, dress code standards that replicate the work environment may be imposed upon students enrolled in particular programs of study. The Dress Code may include requirements to wear a specific uniform. Alternatively, the Dress Code may limit attire that is worn to school or to school - related activities to defined standard, such as business attire or business casual attire. Finally, the Dress Code may necessitate removal of piercings and/or requirements to cover tattoos.

Mental or Bodily Harm to Self – Conduct that causes harm or has the potential to cause harm to one's self including the intentional infliction of mental or bodily harm upon one's self or taking reckless but not accidental, action which could result in mental or bodily harm.

Mental or Bodily Harm to Others – Conduct that causes harm or has the potential to cause harm to another individual, including:

- Behavior that intentionally inflicts mental or bodily harm on another person;
- Behavior that attempts to inflict mental or bodily harm on another person;
- Taking reckless, but not accidental, action that could result in infliction of mental or bodily harm on another person;
- Causing another individual to believe that the offender may cause mental or bodily harm to them;
- Sexual misconduct;
- Any act that demeans or degrades another individual; and/or
- Coercion of an individual to inflict mental or bodily harm to another person.

Stalking – Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress. Stalking may include non-consensual communication, including in-person communication or contact, surveillance, telephone calls, voice messages, text messages, email messages, social networking site postings, instant messages, postings of pictures or information on websites, written letters, gifts or any other undesired communication that elicits fear.

Sex Discrimination and Harassment – Conduct that encompasses discrimination on the basis of an individual's sex in any aspect of employment or education, including but not limited to,

- Hiring and firing;
- Compensation, assignment, or classification of employees;
- Transfer, promotion, layoff, or recall;
- Job advertisements;
- Recruitment;
- Testing;
- Grading;
- Acceptance or participation in an academic program or school activity;
- Use of employer's facilities;
- Training programs;
- Fringe benefits;
- Pay, retirement plans, and disability leave; or other terms and conditions of employment; and
- Engaging in conduct that has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.

Sexual harassment, including sexual violence, is a form of discrimination; it is illegal. No employee or student, either in the workplace or in the academic environment, should be subject to unwelcome verbal or physical conduct that is sexual in nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior of a sexual nature that is not welcome, that is personally offensive, and that interferes with performance. It is expected that students, faculty and staff will treat one another with respect. All students, faculty, staff, and other members of the campus community, including intern/extern/practicum sites, are subject to this policy.

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual or gender bias nature, constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;
- Submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity; or
- The conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.

Sexual harassment may take many forms-subtle and indirect, or blatant and overt, including but not limited to, the following:

- It may occur between individuals of the opposite sex or of the same sex;
- It may occur between students, between peers and/or co-workers, or between individuals in an unequal power relationship (such as by a supervisor with regard to a supervised employee or an instructor regarding a current student);
- It may be aimed at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or work performance;
- It may consist of repeated actions or may even arise from a single incident if sufficiently severe;
- It may also rise to the level of a criminal offense, such as battery or sexual violence.

Sexual violence is a physical act perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion.

Determining what constitutes sexual harassment under this policy is dependent upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of sexual harassment. Examples of unwelcome conduct of a sexual or gender related nature that may constitute sexual harassment may, but do not necessarily, include, and are not limited to:

- Rape, sexual assault, sexual battery, sexual coercion or other sexual violence;
- Sexually explicit or gender related statements, comments, questions, jokes, innuendoes, anecdotes, or gestures;
- Other than customary handshakes, uninvited touching, patting, hugging, or purposeful brushing against a person's body or other inappropriate touching of an individual's body;
- Remarks of a sexual nature about a person's clothing or body;
- Use of electronic mail or computer dissemination of sexually oriented, sex-based communications;
- Sexual advances, whether or not they involve physical touching;
- Requests for sexual favors in exchange for actual or promised job or educational benefits, such as favorable reviews, salary increases, promotions, increased benefits, continued employment, grades, favorable assignments, letters of recommendation;
- Displaying sexually suggestive objects, pictures, magazines, cartoons, or screen savers;
- Inquiries, remarks, or discussions about an individual's sexual experiences or activities and other written or oral references to sexual conduct.

Any employee or student bringing a discrimination or sexual harassment complaint or assisting in the investigation of such a complaint will not be subjected to retaliation in terms and conditions of employment and/or academic standing, nor discriminated against, terminated, or expelled because of the complaint. Intentionally providing false information, however, is grounds for discipline.

"Retaliation" may include, but is not limited to, such conduct as:

- The denial of adequate personnel to perform duties;
- Frequent replacement of members of the staff;
- Frequent and undesirable changes in the location of an office;
- The refusal to assign meaningful work;
- Unwarranted disciplinary action;
- Unfair work performance evaluations;
- A reduction in pay;
- The denial of a promotion;
- Dismissal;
- Transfer;
- Frequent changes in working hours or workdays;
- Unfair grade;
- Unfavorable reference letter.

Determining what constitutes discrimination under this policy will be evaluated on a case by case basis and depends upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of discrimination. Individuals who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the Miller-Motte College's Student Code of Conduct. Other, lesser sanctions may be imposed, depending on the circumstances. Victims of dating violence, domestic violence, sexual assault, and stalking should contact his or her Executive Director to request changes to academic and working situations and how to request protective measures and receive support resources as set forth in the campus Annual Security Reports.

Discrimination- Civilly, criminally or administratively prohibited unequal treatment of a person based upon age, ethnicity, religion, gender, ability, socio-economic background, veteran status or sexual orientation.

Disruption/Obstruction – Obstructing or interfering with any institutional functions or activities, including instruction within a physical or virtual classroom.

False Report of Emergency – Causing, making or circulating a false report or warning of fire, explosion, crime or other threat to safety.

Destruction of Property –Intentionally or recklessly, but not accidentally, damaging, destroying, defacing or tampering with institutional property, property associated with the institution including internship/externship sites or the property of any person on or associated with the campus.

Theft or Possession of Stolen Property or Service –Taking an item or utilizing a service without consent of an official of the institution or possessing property that can reasonably be determined to have been stolen from the campus for from an employee or student of the campus.

Trespassing –Forcible or unauthorized entry into any institutional facilities or facilities associated with the institution.

Possession of Weapons or Dangerous Materials – Unauthorized possession of a weapon or dangerous materials, including, but not limited to firearms, compressed-air guns, pellet guns, BB guns, knives, explosive devices, incendiary devices, fireworks, ammunition or any other dangerous materials.

Manufacture, Distribution, Sale, Offer for Sale, Possession or Misuse of Drugs or Alcohol –Manufacture, distribution, sale, offer for sale, possession or use of any illegal drug or narcotic or possession or use of alcohol while on campus or engaged in any school related activities.

Use of Tobacco Products or Electronic Cigarettes in Unapproved Locations - Smoking or use of tobacco products or electronic cigarettes in locations other than those approved for that purpose.

Violation of Criminal Law – An alleged violation of any federal, state or local criminal law where the conduct of a student interferes with the institution's exercise of its educational objectives or responsibilities.

Misuse or Abuse of Computers or Computer Networks –Misuse, alteration, tampering with or abuse of any computer, computer system, service, program, data, or network, including telephone or computer lines and wireless networks. Abuse includes utilization of school computers or Internet access in order to access pornographic web sites or to distribute pornographic material.

Misuse of Safety Equipment –Unauthorized use of or alteration of firefighting equipment, safety devices or other emergency safety equipment.

Sanctions

Enrollment into the institution signifies the student's agreement to comply with the Student Code of Conduct. Failure to comply with the Code of Conduct will result in appropriate disciplinary sanctions.

The Student Code of Conduct has been developed to ensure that the learning process is not inhibited or disrupted for any individual or group of individuals. The Code of Conduct additionally serves as a mechanism for educating members of the learning community about appropriate standards of behavior. In the event that a violation of the Code of Conduct occurs, the school will strive to utilize the incident as a teachable moment, imposing fair and progressive discipline. However, should an individual commit an egregious violation of the Student Code of Conduct, the school has the responsibility to impose the strictest of sanctions upon the student, up to and including suspension or expulsion.

Disciplinary sanctions are described below.

Verbal Warning

A verbal warning is an official conversation held between the Director of Education, or the Executive Director, and the student, making the student aware of an incidence of unacceptable behavior that is in violation of the Student Code of Conduct. A notation will be entered into the Student Information System but documentation does not become part of the student's permanent record. Any further misconduct may result in more serious disciplinary sanctions up to and including suspension or expulsion.

Written Reprimand

A reprimand is an official written notification of unacceptable behavior that is in violation of the Student Code of Conduct. The reprimand will be entered into the Student Information System and will become a permanent document in the student's file. The student will be asked to sign the document and will be provided a copy of the reprimand. Any further misconduct may result in more serious disciplinary sanctions up to and including suspension or expulsion.

Disciplinary Probation

Disciplinary probation is a conditional status imposed for a designated period of time within a term prohibiting the student from being present without permission on the campus or any property associated with the campus, including internship/externship sites. The period of time may not exceed 14 calendar days. Disciplinary probation requires completion of a Code of Conduct Violation Form by an instructor and an approval by the Director of Education or Executive Director. Disciplinary probation may be used in those limited instances where a student is asked to leave a class for the duration of the day or until the Procedural Interview is conducted. The Procedural Interview should be scheduled within two business days of the incident. A copy of the form should be mailed and/or emailed to the student, indicating when he/she may return to class. The Disciplinary Probation Form becomes a permanent part of the student file and should also be noted in the Student Information System. The student must meet with the Director of Education or Executive Director to sign the form prior to returning to class. Any further misconduct may result in more serious disciplinary sanctions up to and including suspension or expulsion.

Suspension

Suspension is the loss of privileges of enrollment at the institution for a designated period of time and prohibits the student from being present without permission on the property of the campus or any property associated with the campus, including internship/externship/clinical/practicum sites. As a result of being placed on suspension, the student will be awarded a grade of W for any course in which they are currently enrolled. Regardless of whether or not the student is subsequently allowed to return to school to complete the program of study, the student is responsible for payment of tuition and fees and/or repayment of financial aid. The student shall be notified of the suspension in writing. The notification of suspension indicates the earliest possible date, in a future term, in which the student may consider submission of a request to return to school. The student is entitled to an opportunity to appeal the suspension. The notification of suspension becomes a permanent part of the student record and also must be noted in the Student Information System. Any further misconduct may result in more serious disciplinary sanctions. The Office of the Chief Academic Officer or the Chief Compliance Officer of Ancora Education must approve suspensions before they are imposed and before a student is notified.

Expulsion

Expulsion is the permanent loss of privilege of enrollment at the institution and prohibits the student from being present without permission on the campus or on any property associated with the campus. The student will be unable to complete his/her program of study with the institution. As a result of being expelled, the student will be awarded a grade of W for any course in which they are currently enrolled. The student is responsible for payment of tuition and fees and/or repayment of financial aid. The student is entitled to an opportunity to appeal the expulsion. The notification of expulsion becomes a permanent part of the student record and also must be noted in the Student Information System. In the event that a student appeal results in retraction of the expulsion, any further misconduct may result in more serious disciplinary sanctions up to and including suspension or expulsion. The Office of the Chief Academic Officer or the Chief Compliance Officer of Ancora Education must approve expulsions before they are imposed and before a student is notified.

Procedures

Filing of a Conduct Violation Form

Any member of the learning community (students, faculty or staff) may file a Code of Conduct Violation Form to initiate the process to respond to an alleged violation of the Student Code of Conduct. The Code of Conduct Violation Form may be found on the Campus Connect site under Academic Forms. The individual who files the Code of Conduct Violation Form becomes the complainant. The student being charged with the alleged offense is referred to as the accused.

All Code of Conduct Violation Forms are first reviewed by the Director of Education. If the Director of Education determines that sufficient evidence exists to warrant further exploration of the complaint, the next step is for the accused to be scheduled for a Procedural Interview. The accused is sent a copy of the Code of Conduct Violation Form, via email and/or UPS or FedEx, providing a receipt and proof of delivery, which includes a detailed description of the incident, accompanied by a Notification of Violation Letter that indicates the date and time of the procedural interview. The Notification of Violation Letter provides details concerning the student's rights and explains the entire process for resolving the alleged violation.

Procedural Interview

Any student charged with a violation of the Student Code of Conduct will be scheduled for a Procedural Interview with the Director of Education. In those instances where the Director of Education has filed the Code of Conduct Violation Form, the Executive Director should also be present for the Procedural Interview. The accused is sent a Notification of Violation Letter that indicates the date and time of the Procedural Interview, along with a copy of the Code of Conduct Violation Form, describing the alleged violation. The Procedural Interview should be scheduled within five (5) business days of receipt the Code of Conduct Violation Form.

The accused must attend the Procedural Interview. If the accused fails to appear for the scheduled Procedural Interview, **one attempt** will be made to reschedule the meeting. The rescheduled meeting shall occur within ten (10) business days of the receipt of the Code of Conduct Violation Form. If the student again fails to appear for the Procedural Interview, the Director of Education may move forward with the determination of the sanction.

The purpose of the Procedural Interview is to provide the accused with the opportunity to discuss the allegation that resulted in the filing of the Code of Conduct Violation Form. The Director of Education and/or the Executive Director will begin the meeting by delineating the student's rights and options, as well as the potential sanctions that may be imposed for the alleged violation. The accused will have an opportunity to admit or deny the charge made against him/her in the Procedural Interview. The complainant also has the opportunity to attend the Procedural Interview either in person or via conference call.

In the event that the accused admits to the charge filed against him/her, the Director of Education and/or the Executive Director will determine the sanction during the Procedural Interview. The sanction will be notated on a copy of the original Code of Conduct Violation Form. The Code of Conduct Violation Form will then be signed by the Director of Education and/or the Executive Director. The student will be required to sign and date the form as well. The Code of Conduct Violation Form with the original signatures will be placed in the student file; the student will be provided with a copy of the signed form. The Director of Education will enter a notation in Contact Manager within the Student Information System.

The accused may deny the alleged violation of the Student Code of Conduct and request a Hearing to further explore the facts concerning the alleged violation. If a hearing is requested, the date and time of the hearing are determined during the Procedural Interview and they are documented on a copy of the original Code of Conduct Violation Form. The student is provided a copy of the updated Code of Code of Conduct Violation Form with this information as well as a copy of the Hearing Guide.

Hearing Procedures

The purpose of a hearing is to provide a forum for the complainant and the accused to present their case regarding the alleged violation of the Student Code of Conduct. The Executive Director serves as the Hearing Authority and will ultimately determine whether or not the alleged violation is proven. Please note that the definition of Hearing Procedures proceeding does not include communications and meetings between officials and victims concerning accommodations or protective measures to be provided to a victim.

The Executive Director or otherwise designated Hearing Authority will begin the Hearing by explaining the accused's rights and will assure that fairness will be observed throughout the hearing. Attendees of the hearing are limited to the Executive Director or designee, the complainant and the accused.

The complainant will be given the opportunity to state the main points of the violation, providing evidence supplemented with statements by witnesses. After the complainant concludes his/her presentation, the accused will have the opportunity to state his/her case. The Executive Director or designee may question both the complainant and accused.

After all evidence and testimony has been presented, the Executive Director will determine whether or not the allegation is warranted. If the accused is found not to be in violation, the case will be dismissed and the Code of Conduct Violation Form will be documented accordingly and the student will be provided with a copy.

If the accused is found to be in violation of the Student Code of Conduct, the Executive Director will dismiss the complainant and the accused, indicating that notification of the sanction will be communicated to the student at a specified date and time in the office of the Executive Director.

As the Hearing Authority, the Executive Director or designee will consider the following when determining the sanction to be imposed:

- Statements from witnesses and evidence presented during the hearing;
- Seriousness of the violation;
- Prior disciplinary record of the student;
- Academic record; and
- Student progress against program of study.

Upon reaching a decision, the Executive Director is expected to update the Conduct Violation Form by indicating the sanction that will be imposed as a result of the violation of the Student Code of Conduct. The Executive Director then meets with the student at the predetermined date and time to discuss the sanction and consequences of any repeat violation of the Student Code of Conduct. The student is required to sign the form and is provided a copy. At the same time the student is notified of the outcome of the hearing, a copy of the updated Conduct Violation Form will be provided to the complainant. The Executive Director is expected to make a notation in Contact Manager in the Student Information System and returns the hard copy of the Code of Conduct Violation Form to the student file.

In the event that the Executive Director determines either suspension or expulsion to be the appropriate sanction, the Code of Conduct Violation Form should be completed accordingly and emailed to the Office of the Chief Academic Officer and the Chief Compliance Officer. Upon approval from either the Office of the Chief Academic Officer or the Chief Compliance Officer, the Executive Director may proceed with the suspension or expulsion.

Appeals

The accused and/or complainant have the right to request an appeal by notifying the Executive Director or Director of Education of his/her intent to do so within three business days after receipt of the written notification of the sanction. Appeals may be filed for the following reasons:

- Inappropriate sanction; or
- New evidence that was not available at the time of the hearing has become available and is found to be substantial enough to change the outcome of the hearing.

The Appeal Board should be comprised of the Executive Director, Director of Education, and three other members of the administrative staff of the institution. In the event that the complainant is a member of the Appeal Board, that individual will recuse him/herself from the decision-making process. The Appeal Board meets in a closed session, within a reasonable period of time, and either grants or denies the appeal by a majority vote. In the event that there is a tie, due to absence of a member of the Appeal Board, the Executive Director will determine the outcome. In the event that the Executive Director was the complainant, the Director of Education will determine the outcome. If the appeal is granted, the sanction may be changed.

The individual filing the appeal will be notified in writing, utilizing the Code of Conduct Violation Form, of the decision of the Appeal Board within a reasonable period of time. The notification will be emailed and/or sent through the U.S. Postal Service. A hard copy of the form will be placed in the student file and the Director of Education will enter notes in the Contact Manager Field within the Student Information System.

Re-enrollment After Suspension

Students who have been suspended from the institution must petition to return to school after the specified period of time has elapsed. A Request to Re-enroll After Suspension Form is accessible from the office of the Director of Education. Students who have been suspended must contact the Director of Education for permission to return to the campus or to request that a copy of the form be emailed or mailed. The Petition is submitted to the Director of Education but must be unanimously approved by the Appeal Board. Re-enrollment may be granted but any repeat instance of violation of the Student Code of Conduct will be grounds for permanent dismissal from the institution.

Compliance with the Student Discipline Policy and Procedure provisions does not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C.1232g), commonly known as the Family Educational Rights and Privacy Act of 1974 (FERPA).

Non-Harassment Policy

The school will not permit, tolerate or condone harassment against any individual for any reason, including, but not limited to, harassment based on race, color, religion, national origin, sex (including pregnancy), age, disability, veteran status or any other status protected by applicable law. Comments, conduct, or innuendoes that might be perceived by others as offensive or harassing are wholly inappropriate and are to be strictly avoided. This policy applies to students, company employees, customers, vendors and visitors to the premises. The school intends to provide a school environment that is pleasant, healthy, comfortable and free of intimidation, hostility or other offenses that might interfere with a student's educational performance.

Employees and students must avoid offensive or inappropriate behavior in school or employment-related relationships and are responsible for ensuring that all student-employee and employment-related relationships remain professional and free from harassment at all times.

Employees and students must avoid offensive or inappropriate behavior in school. Relationships will remain professional and free from harassment at all times, this includes, employment-related relationships and student-employee and employment-related relationships.

Harassment can include, but is not limited to the following actions:

- Inappropriate Communication – involves any language that is offensive, unnecessarily loud or that degrades or berates others, including, but not limited to, racial, religious, or sexual comments or jokes, sexual innuendos, or threats of any kind, whether communicated verbally, in writing, or electronically.
- Physical Abuse – includes, but is not limited to, touching, hitting, kicking, or threatening another person, including restraining by force or blocking the path of another.
- Interference or Hostile Environment – includes any behavior or action that interferes with a student or employee's ability to perform job duties and responsibilities, or participate in the education process, or which results in or creates a hostile or intimidating environment.
- Sexual Harassment – includes, but is not limited to, unwelcome sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a sexual nature when:
 - Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or continuation of education; continuation of education;
 - Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
 - Such conduct is severe and pervasive and has the purpose or effect of unreasonably interfering with the individual's work or school performance or creating an intimidating, hostile, or offensive work environment.
- Retaliation - – includes any adverse action or threat of adverse action taken or made because a student or employee has exercised or attempted to exercise any rights under applicable laws or under policies of the company. Retaliation includes, but is not limited to, threats, or withholding or withdrawal of pay, promotions, training, grades or employment opportunities.

It is important that students and employees clearly understand the serious effects of harassment. Such behavior may result in personal liability, as well as a liability to the school.

If an individual feels that he/she has been subjected to any type of degree of harassment, he/she must report the incident verbally or in writing to the Executive Director or Director of Education, immediate supervisor, department head, and any other member of management, the Chief Executive Officer or the Human Resources department. A complaint must include the specific nature of the incident and the date(s) and place(s) such alleged harassment took place, as well as the name(s) of any individual(s) known to be involved, but does not have to be in writing.

When the school's management becomes aware that harassment might exist, it is obligated by law to take prompt and appropriate action, whether or not the victim wants the school to do so. Complaints of violations will be promptly and carefully investigated, including interviews with all relevant persons. Investigators will conduct an objective investigation with consideration given to each person's desire for privacy; however, no student or employee is guaranteed complete confidentiality and/or anonymity during an investigation. Only individuals with a legitimate "need to know" will be given any information regarding the complaint(s).

Employees and students who utilize this procedure are assured that they will be free from any reprisal or retaliation for reporting such violations or cooperating in an investigation.

Any student found to have harassed a fellow student or school staff member would be subject to severe disciplinary action, including possible expulsion from school. In addition, any staff member found to have harassed a student or other staff member would be subject to severe disciplinary action including possible discharge from employment. The school will take necessary action to remedy the situation appropriately. However, if an investigation of a complaint shows that the complaint or information was knowingly false, the individual who provided the false information will be subject to disciplinary action, up to and including dismissal from the school or, if a staff member up to and including termination from employment.

Academic Integrity and Copyright Infringement Policy

Students are expected to maintain the highest standards of academic conduct by always submitting their own original work for all assignments, research papers, tests, and projects. Students found to engage in plagiarism, cheating, or other forms of academic dishonesty will be subject to negative consequences up to, and including termination from School.

Plagiarism is the use of another's words or ideas without proper citation, and includes copying large sections of text or images from print or electronic resources, or another student's work. Students may avoid plagiarism by forming ideas in their own words, quoting only limited passages of borrowed text, and always acknowledging the origin of borrowed ideas or words with a correct citation.

Members of the Miller-Motte College community are expected to follow copyright law, Title 17 of the United States Code, while fulfilling the core mission of teaching, research, and extending knowledge and creativity in all areas. The provisions in the copyright law allow an author, artist, composer or other creator of a work to control the use of his or her work by others, with important exceptions. Copyright protections and the accompanying exceptions extend to print and digital formats of literary works, computer software, musical works, unpublished materials such as manuscripts, dramatic works, pantomimes and choreographic works, pictorial and graphic works, sculpture, motion pictures and other audiovisual works, sound recordings, and architectural works. Failure to observe copyright or license agreements Unauthorized distribution of copyrighted material and unauthorized peer-to-peer sharing using the institution's information technology system may result in disciplinary action, including dismissal from the school, legal action by the copyright owner, and/or criminal penalties.

Since the files distributed over peer-to-peer networks are primarily copyrighted works, there is a risk of liability for downloading material from these networks. To avoid these risks, there are currently many "authorized" services on the Internet that allow consumers to purchase copyrighted works online, whether music, ebooks, or motion pictures. By purchasing works through authorized services, consumers can avoid the risks of infringement liability and can limit their exposure to other potential risks, e.g., viruses, unexpected material, or spyware. Other legal alternatives for downloading or otherwise acquiring copyrighted material include utilizing the school's library facilities or public lending libraries.

Questions concerning this institution's copyright policy should be directed to Centralized Library Services.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

Copy equipment at the school may not be used to copy copyrighted material. In addition, none of the material listed below may be copied by students or employees. Copyrightable works include the following categories:

1. Literary works, including computer software
2. Musical works, including any accompanying words
3. Dramatic works, including any accompanying music
4. Pantomimes and choreographic work
5. Pictorial, graphic, and sculptured works
6. Motion pictures and other audiovisual works
7. Sound recordings
8. Architectural works

These categories should be viewed broadly. For example, computer programs and most "compilations" may be registered as "literary works;" maps and architectural plans may be registered as "pictorial, graphic, and sculptured works."

Computer Use and File Sharing

Miller-Motte College computer systems and networks are provided for student use as a part of school's academic programs. Students are not permitted to use their personal devices on the school's computer network. This poses a security risk to the school's infrastructure and is prohibited. All students have a responsibility to use Miller-Motte College computer systems and networks in an ethical and lawful manner. Students found to have misused computer systems and networks may receive disciplinary action up to and including dismissal. Miller-Motte College will not tolerate any abuse of computer systems and networks. This is not an all-inclusive list. In the case of a dismissal, the student will be subject to the refund policy as outlined in the school catalog.

Examples of behaviors considered to be in violation of the school's policy on student computer systems and network include:

- Sending obscene, harassing, intimidating and/or threatening messages through email or other means. Viewing or downloading, displaying, printing or otherwise disseminating material that is sexually explicit, profane, obscene, harassing, fraudulent, racially offensive, defamatory or otherwise unlawful.
- Downloading any software programs, files or other items including but not limited to internet accelerator programs, search engines, upgrades, enhancements, fonts, graphic images, photos or other items unless authorized to do so by the Director of Education or Executive Director. Transferring personal software to Miller-Motte College computers is prohibited.
- Soliciting business, selling products, or otherwise engaging in commercial activities or personal advertisements. Using Miller-Motte College computer and/or network to perpetrate fraud, misrepresentation or illegal activity.
- Providing others with access to one's personal computer accounts or attempting to gain access to the computer accounts, files or system to which authorized access has not been granted.
- Attempting to circumvent or compromise Miller-Motte College computer security or the security of any remote system accessed through South Miller-Motte College equipment or networks.
- Creating or releasing computer viruses or engaging in other destructive or potentially destructive programming activities.
- Modifying, altering, or tampering with systems hardware or software unless explicitly authorized to do so by the Executive Director.

Sexual Harassment

Title IX Compliance Policy

The school is committed to providing a school environment that ensures the equality, dignity, and respect of every student. In keeping with this commitment, the school strictly prohibits discriminatory practices, including sexual harassment, and will not deny or limit the ability of any student to participate in, or benefit from, any school program on the basis of sex, (including pregnancy), sexual orientation, gender, gender identity. Sexual harassment, whether verbal, physical or environmental, is unacceptable and will not be tolerated, whether it occurs on school grounds or at outside school-sponsored activities. This policy applies to all school employees and students. All employees have a duty to ensure that no student is subjected to sexual harassment and to help maintain a school environment free of such harassment.

Ancora Education's Title IX Coordinator is responsible for each school's overall compliance with Title IX, including response to reports of sexual misconduct affecting the campus community, as set forth in further detail in Ancora's Title IX Compliance Policy. For questions regarding Title IX procedures and how the schools complies with Title IX please see the Ancora Education Consumer Information and Annual Security Report, which is located at:

<https://www.miller-motte.edu/why-miller-motte/consumer-information>

Please direct any additional questions to the Title IX Coordinator, whose contact information is available below.

Nora Castillo
Ancora Education
(682) 334-5620
ncastillo@ancoraeducation.com

Attendance Policy

The student is responsible for initiating any request to make up work missed because of class absence (see Make-Up Policy). Makeup of missed classes does not remove an absence from a student's record. If a student is absent from all classes for 14 or more consecutive calendar days, the student may be withdrawn from school.

Clock hour programs: Programs that are considered clock hour programs for Title IV purposes, and are identified as such in this catalog, may have specific attendance requirements. Students are expected to attend all courses and to be in class at the appropriate times. The licensing boards that govern some of these programs may require that all missed class time be made up and may impose limits on the number of hours that may be missed and subsequently made up. Make up hours are scheduled by the instructor and attendance is monitored and recorded. Any make up hours allowed must be completed prior to the end of the term in which the course is taken. The instructor of each course will notify students of the specific attendance policy at the beginning of the course. Students who miss class sessions in clock hour programs may experience a delay in the disbursement of their aid, as disbursements are based on the students' successful completion of courses, which is impacted by attendance.

To remain eligible for Title IV funding and to progress to the next course a student in a clock hour program must meet a 90% attendance threshold per course.

CDL Program: Students enrolled in the CDL program should refer to the CDL Program Of Study attendance policy.

Ground courses: Attendance for ground courses is taken in the physical classroom by the instructor. Students who fail to attend the physical class sessions for 14 or more consecutive calendar days may be withdrawn. Regardless of the situation resulting in an absence from class, students are expected to be in attendance a minimum 60% per grading period to pass a course. Any attendance below 60% may result in the student failing the course.

Online courses: Attendance for online courses is taken by students logging in and completing work in the online classroom. Students are expected to actively participate in their online courses at least twice per week. Students who do not submit substantive work for their online courses for 14 or more consecutive calendar days may be withdrawn. Regular Attendance in an Online Class is an important contributor to student success in online courses. To comply with federal mandates for school's handling of student aid, certain kinds of student activity may or may not count as participation sufficient to qualify as attendance in online courses.

For attendance to be earned, the student must complete at least one of the following academic events: (1) complete a quiz, (2) complete and post an assignment, or (3) post at least once a week to a relevant class discussion board.

Hybrid courses: Attendance for hybrid courses is taken both in the physical classroom and by students logging in and completing work in the online classroom. Students are expected to attend both the physical class sessions and actively participate in their online classes. Students who fail to either attend the physical class or post attendance by completing substantive work in the online classroom for 14 or more consecutive calendar days may be withdrawn. Regardless of the situation resulting in an absence from class students are expected to be in attendance a minimum 60% per grading period to pass a course. Any attendance below 60% may result in the student failing the course.

Some programmatically accredited programs or programs that require licensure may have additional attendance requirements. These requirements are outlined under *State/Programmatic-Mandated Policies*. Where the state attendance and makeup work policy differs from the institutional policy, the stricter policy applies.

Incomplete Policy

The grade of Incomplete (I) is given for a valid reason when a student is unable to complete all the work in the course by the time the course ends. An Incomplete Grade Request Form must be submitted to the Director of Education, or designee, prior to the last day of the course. Students must initiate arrangements with instructors and receive approval of the Director of Education, or designee, to make up the required work within 14 calendar days after the end of the course. At that time, the grade will be calculated based on the work submitted and will replace the Incomplete. Incomplete grades count as credits/hours attempted but not completed. When the Incomplete is converted to a letter grade, it will be computed as credits/hours completed or failed, depending on the grade assigned.

Procedure:

- The student must request the Incomplete prior to the last day of the course using the Incomplete Grade Request;
 - In order to approve an Incomplete, the student must have earned a minimum of a 25% in the course.
 - The Director of Education, or designee, may approve students under an earned 25% with mitigating circumstances.
 - Additional documentation may be required to approve exceptions.
- If approved, The Director of Education, or designee, will notify the student prior to an "I" grade being entered in the Student Information System;
- Student must make up all Incomplete grades within 14 days of the end of the course;
 - All hours completed with a qualified instructor on campus to assist with makeup work will count toward the student's attendance hours and is documented with an AD – Attendance Change Form;
- Grade will be converted to "F" or the grade the student has earned at the end of the incomplete period approved unless special approval is given to extend the deadline;
- Appropriate supporting documentation for the grade will be uploaded into Image Now along with the approved Incomplete Grade Request once the "I" grade is resolved;
- Students who are approved for an "I" grade in their final course may be withdrawn until the "I" is resolved if the approval extends beyond the Drop/Add period and the student isn't enrolled in any other courses;
 - In these cases, the student must be dropped, finish hours, reinstated, grades and hours finalized, then approved to graduate.
- Students may request a late incomplete after the course has closed through the Director of Education or Designee, Student Services Coordinator; Student Resource Coordinator, or Hybrid Teaching Assistant (SSC/SRC/HTA).
 - Late incomplete requests must be submitted in writing within 7 calendar days of the end of the course and will be approved only based on mitigating circumstances.
 - Late incompletes beyond a week may only be granted by the VP of Academics or the AVP Online Academic Operations in cases where the campus fails to provide the student with reasonable access to complete coursework.

Late Work Submission/Make-up Policy

The campus recognizes that there are circumstances and events which require students to miss classes, resulting in the need for makeup work. Because Ancora Education believes the purpose of completing work is to help the student learn and be successful, instructors are expected to work with students on the submission of makeup work. Students must initiate contact with the instructor to discuss the makeup work in question. The student will work with the instructor on new deadlines and any deductions that may result based on the late work, not to exceed 20% per assignment. Examinations may be made up only with documented extenuating circumstances. The deadline must be prior to the end of the term, or else the student must apply for an Incomplete (see the Incomplete policy). Online modality assessments are considered normal makeup work, not examinations for purposes of this policy. The procedure for requesting the opportunity to makeup required work can be obtained from the instructor. Students will not be charged for completing makeup work.

Leave of Absence

An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions

The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within 14 calendar days of the student's last date of attendance, but prior to the student taking the LOA. The written request includes the reason for the request and is signed and dated by the student and an authorized school official. If unforeseen circumstances prevent the student from providing a written request within 14 calendar days the campus may use its discretion to grant the student's request if the student provides the written documentation validating the unforeseen circumstances by the last day of the campus's attendance policy. In this situation school documents its decision and collects the written request at a later date.
- Generally, only one leave of absence may be granted to a student in a 12-month period. However, more than one leave of absence may be granted for limited, well documented cases due to unforeseen circumstances that are listed below, provided that the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month time frame. Reasons for potential second leaves of absence include:
 - One additional leave of absence, if it does not exceed 30 days and the campus determines that it is necessary due to unforeseen circumstances; this type of leave of absence would have to be subsequent to the granting of the single leave of absence, which is granted at the campus's discretion. This may not be possible in all programs based on term structure.
 - Subsequent leaves of absence if the campus documents that they are granted for jury duty, military reasons, or circumstances covered under the Family and Medical Leave Act of 1993 (FMLA) (Public Law 103-3), enacted February 5, 1993. The circumstances that are covered under the FMLA, as applied to students, are:
 - Birth of a son or daughter of the student and the need to care for that son or daughter (within 12 months of the date of birth)
 - Placement of a son or daughter with the student for adoption or foster care (within 12 months beginning on the date of the placement)
 - Need to care for the student's spouse, or a son, daughter, or parent, if the spouse son, daughter, or parent has a serious health condition
 - A serious health condition that makes the student unable to function as a student
- There may be limitations on LOA eligibility for students enrolled in term-based programs due to scheduling requirements. This is due to the requirement that a student must return into the same classes when coming off of an LOA.
- The total days considered on LOA will include days up to the point in the coursework where the student left on LOA. It is strongly advised that the student return at the beginning of the term when possible in order to benefit from a review of the material. Any resubmitted work the student completes will be graded, and the higher of the two grades will be counted.
- The student must have earned a successful grade in at least one course before being eligible to apply for an LOA
- A student may not apply for an LOA between terms, they are only eligible if they start an LOA during a term.

Failure to return from an approved leave of absence will result in withdrawal from the campus, may have an impact on aid, loan repayment and exhaustion of the loan grace period for the total days the student was on the LOA, and any unearned tuition shall be refunded within refund guidelines. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of an LOA on financial aid.

An LOA will not be granted during the term for students enrolled in our standard term programs.

Withdrawal

Students desiring to withdraw from the school or an individual course should contact the Director of Education or Registrar to obtain the necessary forms and procedures for official withdrawal. Students who withdraw from one or more courses during drop/add but maintain enrollment in at least one or more courses will be unregistered from the courses being dropped. Students withdrawing after the drop/add period and prior to the last day to withdrawal will receive a "W." Students withdrawing from one or more courses after the last day to withdrawal will receive the grade earned in the course. "Ws" are not computed in the student's GPA. Students who receive Federal Student Loans must schedule an exit loan counseling with a Financial Services Officer before they leave school, either by graduation or withdrawal.

Last Day to Withdraw: A student is awarded a grade of W (Withdrawal) when withdrawing from an active course or all courses prior to the last day to withdraw for a term or grading period. The last day to withdraw from a course is prior to the last week of the student's course.

Re-Admission

Students who have withdrawn from Miller-Motte College and wish to be readmitted should contact the school. If the application for re-admission is for a different curriculum, the standard requirements for a change of program will apply. All applicants for re-admission will be required to complete the Smarter Measures Assessment the first time they re-enroll, unless taken during their previous enrollment. The assessment measures student readiness to return to school and engage in post-secondary learning based on non-cognitive indicators of success. The school uses the results of the assessment to determine the type of support that will be most beneficial to the student through the program of study.

Approval for readmission for the same curriculum or an alternate selection will be based on the applicant's ability and aptitude, the time elapsed since withdrawing, recommendations of the instructors of the program to which the applicant is reapplying, and the applicant's career objectives. Prior tuition balances and student loan statuses must be clear before readmission application forms will be processed. Re-entering students must meet all admission requirements in place at the time of their re-entry. Applicants granted re-admission may have course load restrictions, specific grade and attendance requirements, and/or required advisement sessions in order to remain enrolled at Miller-Motte College.

Loss of Personal Property

The school does not assume responsibility for the loss of books or other personal property. However, all instructors and students are requested to give the Receptionist all articles found so that the owner may claim them.

Administrative Prerogatives

The school reserves the right, at any time, to make changes as it deems necessary or desirable in its policies and operating procedures, to modify its tuition rates, to add to or withdraw members from its faculty and staff, to rearrange its courses and programs as teaching policies render it desirable, and to withdraw or re-sequence subjects, courses, and programs if registration falls below the required number.

Grievance Resolution

Miller-Motte College's stated objective is the preparation of its graduates for a career in their chosen field of training. If a student has a grievance, the following procedure must be followed. It is Miller-Motte College's desire that a grievance be settled at the lowest possible level, and resolved as rapidly as possible.

1. A student will attempt to resolve a grievance with the person involved.
2. If a student is unable to resolve the grievance with the person involved, it should be submitted in writing to that person's supervisor.
3. If the grievance is still unresolved after two days, the student should submit a written summary to the Executive Director. A meeting will be set up to include the student, person involved, and the Director. Every effort will be made to resolve the grievance at this point.
4. If the student notifies the Executive Director in writing that the student does not consider the grievance to be resolved, a written summary by the Executive Director, along with all other materials, will be forwarded to:

Ombudsman Department
STVT-AAI Education Inc.
8701 Bedford Euless Rd., Suite 400
Hurst, Texas 76053
complaints@ancoraeducation.com

A written decision on the grievance report will be sent to the student and the School Director within five working days after receipt of the signed grievance.

All persons involved in the complaint have an opportunity to be heard at any final step at the institutional location level, including, but not limited to, an appeal. Students will be notified of the institution's comprehensive process and decision in writing via mail or email.

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

Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201
Phone: 703-247-4212
www.accsc.org

A copy of the accrediting agencies complaint form is available at the School and may be obtained by contacting the Executive Director or online at www.accsc.org.

Students may also contact the U. S. Department of Education Ombudsman Group; this office will receive, review and attempt to resolve disputes from students regarding Federal Student Aid complaints. The Ombudsman Group may be reached at:

U. S. Department of Education
FSA Ombudsman Group
830 First Street, N.E.
Fourth Floor
Washington, DC 20202-5144
Phone: 877.557.2575 Fax: 202.275.0549
<http://studentaid.ed.gov/repay-loans/disputes/prepare>

Miller-Motte College as a branch campus of Platt College located in Tulsa, OK is an NC-SARA approved institution. Student complaints and grievances related to online programs may also be filed with:

Daniel Archer
Assistant Vice Chancellor for Academic Affairs
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
P.O. Box 108850
Oklahoma City, OK 73101-8850
405.225.9142
darcher@osrhe.edu
State Website <http://www.okhighered.org/admin-fac/sara/>

A student has the right to file a complaint in his or her home state regardless of whether the school is licensed to operate in that state. The list on the following pages includes contact information for the state agencies that will receive and review student complaints. Because websites are frequently edited, the published links in this catalog are reviewed and updated on a regular basis. If a link does not work, the student should use the other contact information listed to contact the agency. The student grievance policy published in this catalog is the most effective way for a student to communicate concerns to the Miller-Motte College administration.

ALABAMA

Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130-2000
<https://www.accs.cc/index.cfm/school-licensure/complaints/>

Alabama Community College System
Private School Licensure
P.O. Box 302130
Montgomery, AL 36130

ALASKA

Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0505
customer.service@alaska.gov

Alaska Office of Attorney General

Consumer Protection Unit
1031 West Fourth Avenue, Suite 200
Anchorage, AK
http://www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf

ARIZONA

Arizona State Board for Private Postsecondary Education
1740 West Adams St., Suite 3008
Phoenix, AZ 85007

www.azppse.gov

ARKANSAS

Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
114 East Capitol Ave
Little Rock, AR 72201
ADHE_Info@adhe.edu

Arkansas State Board of Private Career Education
501 Woodlane, Suite 312S
Little Rock, AR 72201
sbpce@arkansas.gov
<http://www.sbpce.arkansas.gov/complaint-process>

CALIFORNIA

California Bureau of Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
bppe@dca.ca.gov
http://www.bppe.ca.gov/forms_pubs/complaint.pdf

COLORADO

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
<http://highered.colorado.gov/Academics/Complaints/default.html>

CONNECTICUT

Connecticut Department of Higher Education
61 Woodland Street
Hartford, CT 06105-2326
info@ctdhe.org

NEW HAMPSHIRE

New Hampshire Postsecondary Education Commission
3 Barrell Court #300
Concord, NH 03301-8531
<http://www.nh.gov/postsecondary/complaints>

NEW JERSEY

New Jersey Commission on Higher Education
P.O. Box 542
Trenton, NJ 08625
nj_che@che.state.nj.us

New Jersey Department of Labor and Workforce Development
1 John Fitch Plaza
P.O. Box 110
Trenton, NJ 08625-0110
schoolapprovalunit@dol.state.nj.us
http://lwd.dol.state.nj.us/labor/forms_pdfs/edtrain/Conflict%20Resolution%20Questionnaire.pdf

New Jersey Division of Consumer Affairs
124 Halsey Street
Newark, NJ 07102
<http://www.nj.gov/oag/ca/complaint/ocp.pdf>

NEW MEXICO

New Mexico Higher Education Department
2048 Galisteo
Santa Fe, NM 87505
<http://www.hed.state.nm.us/institutions/complaints.aspx>

NEW YORK

New York Office of College and University Evaluation
New York State Education Department
5 North Mezzanine Albany, NY 12234
ocueinfo@mail.nysed.gov
<http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>

New York Bureau of Proprietary School Supervision
New York State Education Department
99 Washington Avenue, Room 1613 OCP
Albany, NY 12234

New York State Division of Consumer Protection
Consumer Assistance Unit
5 Empire State Plaza, Suite 2101
Albany, NY 12223-1556
<https://www.dos.ny.gov/consumerprotection/form/complaintform.asp>

NORTH CAROLINA

North Carolina Community College System
Office of Proprietary Schools
5001 Mail Service Center
Raleigh, NC 27699-5001
<http://www.nccommunitycolleges.edu/complaint-procedures-and-forms>

North Carolina Consumer Protection
Attorney General's Office
9001 Mail Service Center
Raleigh, NC 27699-9001
<http://www.ncdoj.gov/getdoc/59be4357-41f3-4377-b10f-3e8bd532da5f/Complaint-Form.aspx>

Connecticut Department of Consumer Protection
165 Capitol Avenue, Room 110
Hartford, CT 06106
trade.practices@ct.gov
<http://www.ct.gov/dcp/cwp/view.asp?a=4302&q=506512>
Consumer Complaint Hotline: (800) 842-2649

DELAWARE

Delaware Higher Education Office
Carvel State Office Building, 5th Floor
820 North French Street

Wilmington, DE 19801-3509

dheo@doe.k12.de.us

Delaware Attorney General
Consumer Protection
820 North French Street, 5th floor

Wilmington, DE 19801

consumer.protection@state.de.us

DISTRICT OF COLUMBIA

District of Columbia Office of the State Superintendent of Education

Education Licensure Commission
810 First Street, NE, 9th Floor

Washington, DC 20002

FLORIDA

Florida Commission on Independent Education

325 West Gaines Street, Suite 1414

Tallahassee, FL 32399-0400

commissioner@fldoe.org

<http://www.fldoe.org/policy/cie/file-a-complaint.stml>

GEORGIA

Georgia Nonpublic Postsecondary Education Commission

2082 East Exchange Place #220

Tucker, GA 30084-5305

www.gnpec.org

HAWAII

Hawaii State Board of Education

P.O. Box 2360

Honolulu, HI 96804

ocp@dcca.hawaii.gov

http://hawaii.gov/dcca/ocp/consumer_complaint

IDAHO

Idaho State Board of Education

Attn: State Coordinator for Private Colleges and Proprietary Schools

650 West State Street, Room 307

P.O. Box 83720

Boise, ID 83720-0037

ILLINOIS

Illinois Board of Higher Education

431 East Adams, 2nd Floor

North Carolina Board of Massage and Bodywork Therapy
P.O. Box 2539
Raleigh, NC 27602
(919)5460050

NORTH DAKOTA

North Dakota Department of Career and Technical Education

State Capitol - 15th Floor

600 East Boulevard Avenue, Dept. 270

Bismarck, ND 58505-0610

cte@nd.gov

North Dakota Consumer Protection Division

Office of Attorney General

Gateway Professional Center

1050 East Interstate Avenue, Suite 200

Bismarck, ND 58503-5574

<https://attorneygeneral.nd.gov/consumer-resources/consumer-complaints>

OHIO

Ohio State Board of Career Colleges and Schools

30 East Broad Street, Suite 2481

Columbus, Ohio 43215

<http://scr.ohio.gov/LinkClick.aspx?fileticket=%2bwaKHWPRAH8%3d&tabid=68>

Ohio Attorney General

Consumer Protection Section

30 East Broad Street, 14th Floor

Columbus, OH 43215-3400

1-800-282-0515

<http://www.ohioattorneygeneral.gov/Individuals-and-Families/Consumers/File-a-Complaint>

OKLAHOMA

Oklahoma State Regents for Higher Education

655 Research Parkway, Suite 200

Oklahoma City, OK 73104

Oklahoma State Board of Private Vocational Schools

3700 Classen Boulevard, Suite 250

Oklahoma City, OK 73118-2864

Oklahoma Office of the Attorney General

Consumer Protection Unit

Attn: Investigative Analyst

313 NE 21st Street

Oklahoma City, OK 73105

<http://www.oag.state.ok.us/oagweb.nsf/ccomp.html>

OREGON

Oregon Office of Degree Authorization

1500 Valley River Drive, Suite 100

Eugene, OR 97401

Oregon Department of Education

Private Career Schools Office

255 Capitol Street NE

Salem, OR 97310-0203

<http://www.oregon.gov/ode/students-and-family/equity/civilrights/Pages/FilingComplaint.aspx>

Oregon Attorney General

Financial Fraud/Consumer Protection Section

1162 Court Street NE

Salem, OR 97301-4096

Springfield, IL 62701-1404
info@ibhe.org
Complaint Hotline: (217) 557-7359

Illinois State Board of Education
100 North 1st Street

Springfield, IL 62777

<http://webprod1.isbe.net/contactisbe/>

Illinois Attorney General
Consumer Fraud Bureau
500 South Second Street

Springfield, IL 62706

<http://www.illinoisattorneygeneral.gov/consumers/conscomp.pdf>
Consumer Fraud Hotline: (800) 243-0618

INDIANA

Indiana Commission on Proprietary Education
Attn: Director of Regulatory Compliance
302 West Washington Street, Room E20
Indianapolis, IN 46204
<http://www.in.gov/bpe/2329.htm>

IOWA

Iowa Student Aid Commission
603 East 12th Street, 5th Floor
Des Moines, IA 50319
info@iowacollegeaid.gov

KANSAS

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

KENTUCKY

Kentucky Council on Postsecondary Education
1024 Capital Center Drive #320
Frankfort, KY 40601-7512

Kentucky Commission of Proprietary Education
Capital Plaza Tower, Room 302
500 Mero Street
Frankfort, Kentucky 40601
<http://kcpe.ky.gov/forms/FormtoFileaComplaint.pdf>

Office of the Attorney General
Capitol Suite 118700, Capitol Avenue
Frankfort, KY 40601-3449
consumer.protection@ag.ky.gov
<http://ag.ky.gov/family/consumerprotection/Pages/default.aspx>

LOUISIANA

Louisiana Board of Regents
P.O. Box 3677

Baton Rouge, LA 70821-3677
<http://regents.louisiana.gov/page/StudentComplaints>

MAINE

Maine Department of Education

https://justice.oregon.gov/forms/consumer_complaint.asp

PENNSYLVANIA

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

<http://www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Private%20Licensed%20Schools/Student%20Complaint%20Form.pdf>

Office of Attorney General
Bureau of Consumer Protection
14th Floor, Strawberry Square
Harrisburg, PA 17120
(717) 787-3391

https://www.attorneygeneral.gov/Complaints/Consumer_Complaint_Form/

PUERTO RICO

Puerto Rico Council on Higher Education
P.O. Box 1900
San Juan, PR 00910-1900

Puerto Rico Department of Justice
G.P.O. Box 9020192
San Juan, PR 00902-0192

RHODE ISLAND

Rhode Island Board of Governors for Higher Education
Shepard Building
80 Washington Street
Providence, RI 02903

Rhode Island Department of Attorney General Consumer Protection Unit

150 South Main Street
Providence, RI 02903
<https://riag.wufoo.com/forms/q1851amb1bdd4d5/>

SOUTH CAROLINA

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

http://www.che.sc.gov/Portals/0/CHE_Docs/academicaffairs/license/complaint_procedures_and_form.pdf

SOUTH DAKOTA

South Dakota Board of Regents
306 East Capitol Avenue, Suite 200
Pierre, SD 57501-2545

South Dakota Office of Attorney General
Division of Consumer Protection
1302 East Highway 14, Suite 3
Pierre, SD 57501-8053
<http://atg.sd.gov/complaintform.aspx>

TENNESSEE

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

http://tn.gov/assets/entities/thec/attachments/Complaint_Form_%28Rev._12.16%29_1-26-17.pdf

TEXAS

Texas Workforce Commission
Career Schools and Colleges - Room 226-T
101 East 15th Street

Complaint Investigator
23 State House Station
Augusta, ME 04333-0023
jonathan.braff@maine.gov

Maine Attorney General
Consumer Protection Division

6 State House Station

Augusta, ME 04333

http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml

MARYLAND

Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013

http://mhec.maryland.gov/institutions_training/Pages/career/pccs/complaint.aspx

Maryland Attorney General Consumer Protection Division

200 St. Paul Place
Baltimore, MD 21202

<https://web.oag.state.md.us/editor/customer/onlineformhelpers/formviewer.aspx?filename=MUGeneral.htm>

Consumer Protection Hotline: (410) 528-8662

MASSACHUSETTS

Massachusetts Board of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108

<http://www.mass.edu/forstufam/complaints/complaints.asp>

MICHIGAN

Michigan Department of Labor & Economic Growth
Office of Postsecondary Services
Proprietary School Unit Staff
201 North Washington Square
Lansing, MI 48913

http://www.michigan.gov/lara/0,4601,7-154-35299_61343_35395_35396-139958--00.html

MINNESOTA

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

<http://www.ohe.state.mn.us/mPg.cfm?pageID=1078>

Minnesota Attorney General's Office

1400 Bremer Tower, 445 Minnesota Street
St. Paul, MN 55101

<http://www.ag.state.mn.us/Office/Complaint.asp>

MISSISSIPPI

Mississippi Commission of Proprietary Schools and College Registration

3825 Ridgewood Road

Jackson, MS 39211-6453

<http://www.mccb.edu/program/psDefault.aspx>

Consumer Protection Division Office of the Attorney General State of Mississippi

P.O. Box 22947

Jackson, MS 39225-2947

<http://www.ago.state.ms.us/index.php/contact>

<http://www.ago.state.ms.us/forms/consumer-protection-complaint-form/>

Austin, TX 78778-0001

<http://www.twc.state.tx.us/partners/career-schools-colleges-forms-publications#complaints>

Texas Higher Education Coordinating Board

1200 East Anderson Lane
Austin, TX 78752

Office of the Attorney General Consumer Protection Division P.O. Box 12548

Austin, TX 78711-2548

<https://www.oag.state.tx.us/consumer/complaintform.pdf>

U.S. VIRGIN ISLANDS

Government of the U.S. Virgin Islands
Department of Education
Office of the Commissioner

1834 Kongens Gade

St. Thomas, V.I. 00802

UTAH

Utah Division of Consumer Protection

160 East 300 South

Salt Lake City, UT 84111

consumerprotection@utah.gov

<http://consumerprotection.utah.gov/complaints/index.html>

VERMONT

Vermont Department of Education
State Board of Education
120 State Street
Montpelier, VT 05620-2501

Vermont Attorney General's Office

109 State Street

Montpelier, VT 05609-1001

VIRGINIA

State Council of Higher Education for Virginia
101 North 14th St.

James Monroe Building

Richmond, VA 23219

communications@schev.edu

<http://www.schev.edu/index/students-and-parents/resources/student-complaints>

WASHINGTON

Washington Student Achievement Council

917 Lakeridge Way SW

Olympia, WA 98504-3430

info@wsac.wa.gov

<http://www.wsac.wa.gov/protecting-education-consumers>

Washington Workforce Training and Education Coordinating Board

128 10th Avenue SW

P.O. Box 43105

Olympia, WA 98504-3105

workforce@wtb.wa.gov

http://www.wtb.wa.gov/PCS_Complaints.asp

Washington State Office of the Attorney General

1125 Washington Street SE

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453

MISSOURI

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469
info@dhe.mo.gov

MONTANA

Montana Board of Regents
Office of Commissioner of Higher Education
Montana University System
2500 Broadway Street
P.O. Box 203201
Helena, MT 59620-3201

NEBRASKA

Nebraska Coordinating Commission for Postsecondary Education

P.O. Box 95005
Lincoln, NE 68509-5005

Nebraska Attorney General
Consumer Protection Division
2115 State Capitol
Lincoln, NE 68509
Consumer Protection Hotline: (800) 727-6432

NEVADA

Nevada Commission on Postsecondary Education
3663 East Sunset Road, Suite 202
Las Vegas, NV 89120
http://sheeo.org/sheeo_surveys/user/54

State Complaint Information

Students in certificate or diploma programs have a right to file complaints with the North Carolina Community College System (NCCCS):

North Carolina Community College System
5026 Mail Service Center
Raleigh, NC 27699-5026
(919)733-7051

Students in degree programs have a right to file complaints with the University of North Carolina System. The Licensure Division of the UNC System Office serves as the state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. Students can review the Student Complaint Policy, print out and complete the Student Complaint Form, and submit the complaint to:

North Carolina Post-Secondary Education Complaints
c/o Student Complaints
University of North Carolina System Office
910 Raleigh Road, Chapel Hill, NC 27515-2688

For more information, send an email to: studentcomplaint@northcarolina.edu

For Arizona Residents: The student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is:

1740 West Adams Street, Suite 3008
Phoenix, AZ 85007
phone: 602-542-5709
website: www.azppse.gov

P.O. Box 40100
Olympia, WA 98504-0100
<http://www.atg.wa.gov/file-complaint>

WEST VIRGINIA

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard E., Suite 700
Charleston, WV 25301-2800

Community and Technical College System of West Virginia
1018 Kanawha Boulevard E., Suite 700
Charleston, WV 25301

West Virginia Office of the Attorney General
Consumer Protection Division
P.O. Box 1789
Charleston, WV 25326-1789

<http://www.wvago.gov/pdf/general-consumer-complaint-form.pdf>

WISCONSIN

Wisconsin Educational Approval Board

30 West Mifflin Street, 9th Floor
P.O. Box 8696
Madison, WI 53708

eabmail@eab.state.wi.us
<http://eab.state.wi.us/resources/complaint.asp>

WYOMING

Wyoming Department of Education
2300 Capitol Avenue Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050

Attorney General's Office
123 Capitol Building
200 West 24th Street
Cheyenne, WY 82002

Statement of Non-Retaliation

In many instances, Ancora Education must rely on individual faculty, staff, and students to report to the appropriate office cases where it appears that a member or members of the community are not complying with applicable law or policy. A major deterrent to such reporting is the fear that the person or persons against whom the report is made will retaliate against the person making the report. The purpose of this policy is to clearly articulate that Ancora Education prohibits retaliation against those who make reports of possible non-compliance and good-faith grievances raised by students.

Faculty, administrators, and staff shall not intimidate or take retaliatory action, as defined below, against any member of the community, who makes a report of the type defined below in good faith and without malice.

This Policy also prohibits persons from knowingly and intentionally making a report of non-compliance or grievance that is knowingly false.

The prohibition against retaliation applies to:

1. The disclosure of information concerning conduct that the reporter believes is illegal or in violation of campus policies;
2. Disclosures made during compliance review or a peer review process;
3. The filing of a legitimate complaint, grievance, or incident report

The types of retaliation that are prohibited include but are not limited to:

1. Intimidation;
2. Adverse actions with respect to the reporter's work assignments, salary, vacation, and other terms of employment;
3. Unlawful discrimination;
4. Termination of employment;
5. Adverse actions against a relative of the reporter who is a Ancora Education employee or student at an institution owned and operated by Ancora Education; and
6. Threats of any of the above

Note that an adverse personnel, academic or other disciplinary action against an employee or student whose conduct or performance warrants such action for reasons unrelated to the reporting of a concern will not be deemed a violation of this policy.

Individuals who violate this policy shall be subject to appropriate disciplinary proceedings as set forth in the catalog, and, if found to have violated the policy, they may be subjected to the full range of available sanctions, up to and including termination of employment or dismissal from an academic program.

Care of Facilities

Smoking, eating, and drinking are prohibited in the classrooms and the hallways of Miller-Motte College. The school has provided a student lounge for eating and drinking and an outside area for smoking. Miller-Motte College maintains a smoke-free environment.

Student Consumer Information

The Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 1998, and the Family Educational Rights and Privacy Act of 1974 requires institutions to provide annual notice to students of the availability of consumer information on a range of topics, including:

- retention and graduation rates;
- financial assistance available to students and requirements and restrictions imposed on Title IV aid;
- campus crime statistics;
- other institutional information including: the cost of attendance, accreditation and academic program data, facilities and services available to disabled students, and withdrawal and refund policies.

In addition to the annual notice, students and the general public can access each disclosure and related consumer information online at the following address:

<http://www.miller-motte.edu/why-miller-motte/consumer-information/>

Students are entitled to receive a paper version of this information upon request from the Executive Director.

Permanent Closure

If the Board of Directors of the school decides to close the school, currently enrolled students in good standing and who remain in good standing will be allowed to complete their program of study. New students will not be admitted or former students readmitted. Currently enrolled students in good standing may be transferred to comparable institutions.

Academic Resources, Policies, & Procedures

Student Classification

- a. **Full-time Student** - For credit hour programs, a full-time student is a student scheduled for 12 or more credit hours per term. For clock hour programs, all students enrolled in a program of at least 900 clock hours are considered to be full-time.
- b. **Three-quarter time Student** - A three-quarter time student is a student scheduled for at least nine but less than 12 credit hours per term.
- c. **Half-time Student** - A half-time student is a student scheduled for at least six but less than nine credit hours per term.
- d. **Regular Student** - A regular student is an admitted student who is enrolled in a degree, diploma, or certificate program in good academic standing.
- e. **Non-Matriculating Students** – Non-matriculating students are those who seek admission for course credit in order to meet specific educational needs but do not wish to take the entire required curriculum leading to an academic credential. The non-matriculating student is required to submit an application as such and is not eligible for federal or state aid.
- f. **Auditing Students** – In some instances a student may be allowed to audit a previously passed course in his/her program for the purpose of improving skills or knowledge base. Audited courses are assigned a grade of AU and do not count as credits attempted or earned for any purposes and do not have any effect on calculations of pace or GPA.

Definition of a Credit Hour

Miller-Motte College awards quarter credit hours for all degree programs and most diploma/certificate programs, with the exception of some clock hour programs as noted below.

A credit hour is defined as an amount of work represented by intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, and other academic work leading to the award of credit hours.

Credit in traditionally delivered programs is measured in credit hours and is calculated based upon the following attribution formula:

One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of externship. A class hour is an instructional period of fifty (50) minutes of instruction in a sixty (60) minute period. For Title IV purposes, the school uses the classroom hours of instruction plus out-of-class hours (Study/Prep/Review) identified for the course(s).

The syllabus for each course describes both the hours of classroom instruction as well as the out-of-class learning activities required to support the academic credit awarded for the course. Many courses are a combination of lecture, lab, and practicum.

Definition of a Clock Hour

A clock hour is defined as fifty minutes of instruction within a sixty-minute period.

Admission to Classes

Students are admitted to classes only with official written authorization (i.e., schedules, class change notifications, and attendance change notifications). No visitors (including relatives, spouses, children, friends, and pets) are permitted in classes at any time. Students are expected to attend all classes beginning with the first class session. To remain officially enrolled in a class, a student must attend at least once prior to the conclusion of the drop/add period.

Registration

All students are expected to register during the time scheduled for that purpose. Quarterly registration dates are published and announced. The school reserves the right to schedule courses that are deemed appropriate for the best educational sequence for the student and the school. Course schedules and course loads should be carefully planned by the student in consultation with his/her Program Director or the Director of Education. Each student is responsible for being familiar with the requirements of his/her program of study and for keeping account of progress toward completion of graduation requirements. The student is expected to be familiar with the regulations set forth in the catalog. Copies are available in the administrative offices. An electronic copy of the catalog is available on the student portal. A student who desires to register for course work above the normal course load outlined for the curriculum must obtain written permission from his/her Program Director who must receive final approval from the Director of Education.

Schedule Changes and Drop/Add Period

For a student beginning their program version, or re-entering into their program version for their re-entry term, the equivalent of the first fourteen calendar days are designated as the "drop/add" period. For continuing students, the equivalent of the first seven calendar days of each term are designated as the "drop/add period" for schedule changes involving individual courses for students who start at the beginning of the term. By the end of the drop/add period, each student's schedule must be in place for the remainder of the term. Individual courses dropped during drop/add will not appear on a student's transcript and no tuition will be charged for those courses.

For students enrolled in the state of TX, a student beginning their program version, or re-entering into their program version for their re-entry term must sit 1 of the first 3 days of class or their enrollment shall be canceled.

Grading System

Previous grading scales are available on the school website at https://www.miller-motte.edu/files/9414/7317/0421/MMC_Grade_Scales.pdf

Grade	Definition	Quality Points
A	90-100 Excellent	4
B	80-89 Above Average	3
C	70-79 Average	2
D	60-69 Below Average	1
F	0-59 Failing	0
W	Withdrawal	Not calculated
W*	Withdrawal excluded from SAP	Not calculated
WE	Withdrawal Emergency	Not calculated
+S	Satisfactory (70% or higher)	Not calculated
U	Unsatisfactory (Below 70%)	Not calculated
I	Incomplete	Not calculated
IE	Incomplete Emergency	Not calculated
TO	Passed by examination	Not calculated
T or T1	Credit By Transfer	Not calculated
P	Pass (60% or higher)	Not calculated
NP	No Pass (Below 60%)	0
NA	Never Attended	Not calculated
AU	Audit	Not calculated

+Satisfactory grades are 70% or higher for Title IV programs. Non-Title IV programs may have other requirements for S grades (75% or higher). Check with the Director of Education for specific STCT grading information.

Grade Measurement

Grades measure the degree to which a student masters the competencies in program coursework and are one measure of a student's ability to meet employment standards in the field for which the student is preparing. Upon the completion of each term, the student is given a letter grade in each course based upon written examinations, practical exercises, projects and other submitted work, as defined in the course syllabus. Every course for which a student officially registers will appear on the student's official transcript unless the student cancels his/her enrollment prior to the commencement of classes or drops an individual course prior to the end of the drop/add period. All courses entered on a student's official transcript are assigned a letter grade.

Extra Credit Policy

Each course within a program of study is thoughtfully designed to build upon prior knowledge, introduce new concepts, provide supportive resources, allow the student to validate and remediate personal mastery of the content, and to assess student development of a defined set of competencies and the achievement of a prescribed list of learning objectives. Each activity, assignment and/or assessment associated with a course is carefully constructed to support the development of one or more course learning objectives and one or more competencies. Therefore, the institution does not provide opportunities to earn "extra credit."

Grade Reports

Reports showing the final grade earned in each course and grade point averages are issued to students upon completion of each term. Students demonstrating unsatisfactory work at mid-term are notified by instructors through mid-term reports. Students are encouraged to discuss their progress with their instructors throughout each term. Students with questions about a grade should contact the instructor immediately upon receiving the grade.

Grade Change Policy

Students wishing to contest a grade for a valid reason must do so by the end of the Drop/Add period immediately following the term in which the original grade was earned. A Grade Change Request Form must be submitted to the Director of Education prior to the last day Drop/Add of the immediately following term. The Director of Education will investigate the original grade based on the information provided by the student. The grade change must be resolved within 30 days of the request being made.

Graduation Requirements

Candidates for graduation must:

- a. Complete successfully all courses, credits, and hours (if applicable) required for the program
- b. Earn a cumulative grade point average of at least a 2.0. Certain programs may require a higher a cumulative grade point average. Refer to the section on program requirements
- c. Complete all competency and skill performance testing required for the program
- d. Attend exit interview(s) conducted by the Financial Services Office if the student has utilized student loans
- e. Be free of all indebtedness to the school

In addition, all students should plan to attend an exit interview with the Career Services Office and any other graduation seminars prior to graduation.

Graduation with Honors

Students who meet the requirements for graduation with Associate degrees and whose cumulative grade-point averages meet the following criteria are graduated with the honors indicated.

HONORS	MINIMUM GRADE POINT AVERAGE
Cum Laude	3.25
Magna Cum Laude	3.50
Summa Cum Laude	3.75

Diploma and Certificate graduates whose cumulative grade point averages meet the following criteria are graduated with the honors indicated:

HONORS	MINIMUM GRADE POINT AVERAGE
With Distinction	3.25

Students achieving academic and attendance excellence at the end of each term are eligible for the following awards:

Academic Excellence: Term GPA 4.0

Academic Honors: Term GPA 3.5-3.99

Perfect Attendance: Perfect Attendance for the term

Graduation Ceremony

A formal graduation ceremony is held once each year during the month of July. Participants include all graduates from the preceding year.

Transcripts

A complete record of every course for which a student registers is maintained in an electronic student records system. The record of all credits attempted and earned is posted to this form concurrent with the issuance of term grade reports to students. A record that has been delivered electronically through the secure transcript request website or is printed, sealed and dated constitutes an Official Transcript. One "Issued to Student" Transcript will be provided at no charge to the student upon request. Official Transcripts provided to any institution or agency designated by the student will incur a charge of \$10.00 each. Students who have not satisfied their financial obligations to the school are not eligible to receive transcripts. Written authorization by the student is required for the school to release a Transcript to a third party.

Transcripts may be requested at www.parchment.com

Satisfactory Academic Progress

Satisfactory Academic Progress

A student must meet the following standards of academic achievement and successful course completion while enrolled. Satisfactory Academic Progress (SAP) applies to all students including full or part time status, and all periods of an active regular enrollment regardless of whether or not the student receives financial aid. Student enrollment status is determined at the end of the drop/add for any given term or payment period (determined by program, defined herein as "academic term"). All courses in a program must be successfully completed in order for a student to graduate from the program. Permanent records are maintained for every student indicating courses completed and grades earned. Students must be considered to be in good standing, either as a result of having met SAP, having an approved appeal on file, or having met the terms of a given academic plan, in order to maintain enrollment in a subsequent scheduled academic term. SAP does not apply to students enrolled in professional development/continuing education courses, which are courses not included within the scope of the institution's accreditation and are not eligible for Title IV funding.

The following SAP standards are for Credit Hour Programs:

Evaluation Points: All SAP evaluations for Credit Hour Programs occur at the end of an academic term and are cumulative in nature. All students re-entering after a period of non-attendance will have their most recent SAP status reviewed to determine eligibility to return. Re-entries will then be evaluated for SAP in their new enrollment at the end of the academic term. SAP is determined by measuring the student's cumulative grade point average (CGPA) and the student's pace toward completion of course credit hours attempted in the academic program. The calculated CGPA and pace are compared against thresholds (see table below) to determine whether or not the student meets SAP (at or above threshold).

For **credit hour** programs, credits attempted are those credits for which the student is enrolled at the end of the drop/add of an academic term. Credits earned are credits for which the student receives a passing grade at the end of the academic term.

Satisfactory Progress Thresholds for Credit Hour Programs:

Programs greater than 80 Credit Hours			Programs with 60-80 Credit Hours		
Credit Hours Attempted	CGPA	Minimum Pace	Credit Hours Attempted	CGPA	Minimum Pace
0-36	1.5	50%	0-24	1.5	50%
37-64	1.75	60%	25-36	1.75	60%
65+	2.0	66.67%	37+	2.0	66.67%

Programs less than 60 Credit Hours	
CGPA	Minimum Pace
2.0	66.67%

At the end of any SAP Evaluation period, if a student's CGPA or Pace is below the stated threshold, the student's academic progress is considered unsatisfactory.

Maximum Timeframe/Maximum Program Length

A student must complete an academic program in no more than one and one half (1.5) times the published normal program length. To determine the maximum timeframe for programs measured in credit hours, take the published number of credit hours necessary to graduate and multiply by 1.5.

Example:

92 Published Program Credits x 1.5 Maximum Timeframe = 138 Maximum Attempted Credits Permitted to Complete Program

If, at any time, it is determined to be mathematically impossible for a student to complete the program of study within the Maximum Timeframe, the student WILL be ineligible for additional Title IV funding and dismissed from the program of study.

Students may appeal dismissal for extenuating circumstances and must meet with the Director of Education for the appeal process. If approved, the student will be placed on extended enrollment and the student's cGPA will continue to update based on the Repeated Courses policy where the highest grade will be applied in each repeated course. However, the student will be assessed no further charges and remain ineligible to receive financial aid.

Please see each course outline in this catalog for a program level explanation of what qualifies as maximum timeframe.

Unsatisfactory Academic Progress

Students not meeting SAP are subject to dismissal from their programs of study and are ineligible to receive financial aid, except under certain circumstances.

Financial Aid Warning for Credit Hour Programs

If a student's progress in a credit hour program, measured at the end of an academic term is determined to be unsatisfactory, the school may place the student on Financial Aid Warning status for one academic term. The student will be advised of the performance necessary to re-establish SAP. A student on Financial Aid Warning is still eligible to receive financial aid. If, at the end of the academic term during which the student was placed on Financial Aid Warning status, the student's academic progress is above both thresholds for SAP, the student is removed from Financial Aid Warning.

Financial Aid Probation for Students in Credit Hour Programs

If, at the end of the academic term during which the student was placed on Financial Aid Warning status, the student's academic progress is not above both SAP thresholds for pace and CGPA, the student is subject to dismissal. The student is no longer eligible to receive federal financial aid. This decision is subject to appeal by the student as defined below. Upon approval of a student appeal, the student will be placed on Financial Aid Probation. Eligibility for federal financial aid may only be reinstated for one payment period.

Appeals of Adverse Determinations

Students who are ineligible to receive financial aid and/or are academically ineligible to continue due to unsatisfactory academic progress are advised immediately following the determination. Students may submit a written appeal to the Academic Review Committee.

This appeal should be filed within five (5) business days of notification of the decision and must explain in writing the circumstances leading to their unsatisfactory academic performance and how those circumstances have been resolved, ensuring they are successful going forward. The Academic Review Committee will consider all information including potential mitigating circumstances such as a severe illness, medical condition or injury, the death of a family member or other special circumstances presented by the student. The Academic Review Committee will uphold or deny the appeal within five (5) business days following receipt of the appeal from the student. A student who has been placed on probation due to unsatisfactory academic progress must have an appeal upheld in order to remain enrolled. This should occur prior to the final drop/add date of the academic term in order to in order to make appropriate scheduling adjustments. The student should attend class while the appeal is being reviewed.

If an appeal is denied, the student will be dismissed and is ineligible to receive financial aid. If the appeal is upheld, the student will be placed on **Financial Aid Probation** status for one academic term. An academic plan will be created for the student, and the student will be considered eligible to receive financial aid. The academic plan must be structured so that a student reestablishes SAP within a reasonable timeframe. The student's performance against the academic plan will be reviewed at the end of each academic term with the use of an Academic Plan Reviewed document. If, at the end of an academic term the student's performance is consistent with the terms of the academic plan, the student remains eligible to receive financial aid and may continue in school for the subsequent academic term. If, at the end of an academic term the student's performance is determined to be unsatisfactory, the student will be dismissed from the program of study. Students on academic plans will be advised at the end of each academic term to ensure that they understand their required performance for reestablishing satisfactory academic progress by the end of the plan.

A student may be dismissed at any time if the Academic Review Committee does not believe the student will be successful in upholding the Academic Plan. In those cases, the student may submit an additional appeal to continue. A student may reestablish satisfactory academic progress upon successful completion of an academic term by meeting the thresholds listed in the SAP tables above. Students who re-establish satisfactory academic progress are advised they no longer need to be on an academic plan and remain eligible to receive financial aid.

Financial Aid Dismissal for Students in Credit Hour Programs

If the student's academic progress is not above both SAP thresholds for pace and CGPA after an academic term on Financial Aid Probation, the student will be placed on Financial Aid Dismissal and is no longer eligible to receive federal financial aid. If the student is making sufficient progress while in this status, the student will receive an Academic Plan Reviewed document to continue eligibility. If the student does not make sufficient progress, the student will be dismissed, subject to additional appeal.

The following SAP standards are for Clock Hour Programs:

Evaluation Points: Clock Hour Programs will have an academic evaluation at the end of each grading period and a financial aid SAP evaluation after the student has attempted the expected hours in an academic term. All students re-entering after a period of non-attendance will have their most recent SAP status reviewed to determine eligibility to return. Re-entries will be evaluated for financial aid SAP after attempting the required hours for the payment period in which they returned. SAP is determined by measuring the student's cumulative grade point average (CGPA) and the student's pace toward completion of clock hours attempted in the academic program. The calculated CGPA and pace are compared against thresholds to determine whether or not the student meets SAP (at or above threshold).

For **clock hour** programs, the clock hours attempted are the total clock hours required for courses in which the student is enrolled after the drop/add date and for which a grade has been entered. Clock hours earned are the hours for the courses in which the student successfully completes and earns a passing grade at the end of the grading period.

Satisfactory Progress Threshold for Clock Hour Programs:

Clock Hour Programs	
CGPA	Minimum Pace
2.0	66.67%

At the end of an academic term, if a student's CGPA or Pace is below the stated threshold, the student's academic progress is considered to be unsatisfactory.

Maximum Timeframe/Maximum Program Length

A student must complete an academic program in no more than one and one half (1.5) times the published normal program length. Repeat courses taken as part of a Title IV program are included in the Maximum Timeframe calculation.

To determine the maximum timeframe for programs measured in clock hours, take the published number of clock hours necessary to graduate and multiply by 1.5.

Example:

1200 Published Clock Hours X 1.5 Maximum Timeframe = 1800 Maximum Clock Hours Attempted Permitted to Complete the Program

If, at any time, it is determined to be mathematically impossible for a student to complete the program of study within the Maximum Timeframe, the student will be ineligible for additional Title IV funding and dismissed from the program of study.

Students may appeal dismissal for extenuating circumstances and must meet with the Director of Education for the appeal process. If approved, the student's cGPA will continue to update based on the Repeated Courses policy where the highest grade will be applied in each repeated course. However, the student will remain ineligible to receive financial aid.

Please see each course outline in this catalog for a program level explanation of what qualifies as maximum timeframe.

Unsatisfactory Academic Progress

Students not meeting SAP are subject to dismissal from their programs of study and are ineligible to receive financial aid, except under certain circumstances.

Academic SAP Statuses (Clock Hour programs only)

When a student finishes an academic term but has not yet reached a payment period and is below the SAP standards, the student will hit academic evaluation points. If a student is below SAP standards prior to hitting the first payment period, the student will be placed on Academic Warning. Prior to subsequent payment periods, the student may hit Academic Probation and Academic Dismissal. Academic statuses do not trigger documentation or paperwork but are points at which students should be advised of the potential for financial impacts if performance does not improve.

Financial Aid Warning for Clock Hour Programs

If a student's progress in a clock hour program, measured after attempting the expected hours for the payment period is determined to be unsatisfactory, the school may place the student on Financial Aid Warning status for one payment period. The student will be advised of the performance necessary to re-establish SAP. A student on Financial Aid Warning is still eligible to receive financial aid. If, at the end of the payment period during which the student was placed on Financial Aid Warning status, the student's academic progress is above both thresholds for SAP, the student is removed from Financial Aid Warning.

Financial Aid Probation for Students in Clock Hour Programs

If, after the student has attempted the expected hours for the next payment period, the student's academic progress is not above both SAP thresholds for pace and CGPA, the student is no longer eligible to receive federal financial aid. This decision is subject to appeal by the student as defined below. Upon approval of a student appeal, the student will be placed on Financial Aid Probation. Eligibility for federal financial aid may only be reinstated for one payment period.

Appeals of Adverse Determinations

Students who are ineligible to receive financial aid and are academically ineligible to continue due to unsatisfactory academic progress are advised immediately following the determination. Students may submit a written appeal to the Academic Review Committee.

This appeal should be filed prior to the end of the following term's new student drop/add period and must explain in writing the circumstances leading to their unsatisfactory academic performance and how those circumstances have been resolved ensuring they are successful going forward. The Academic Review Committee will consider all information including potential mitigating circumstances such as a severe illness, medical condition or injury, the death of a family member or other special circumstances presented by the student. The Academic Review Committee will uphold or deny the appeal. A student who has been placed on academic probation due to unsatisfactory academic progress must have an appeal upheld in order to remain in school. This should occur prior to the final drop/add date of the academic term in order to in order to make appropriate scheduling adjustments. The student should attend class while the appeal is being reviewed.

If an appeal is denied, the student will be dismissed and ineligible to receive financial aid. If the appeal is upheld, the student will be placed on **Financial Aid Probation** status for one payment period. An academic plan will be created for the student, and the student will be considered eligible to receive financial aid. The academic plan must be structured so that a student reestablishes SAP within a reasonable timeframe. The student's performance against the academic plan will be reviewed at the end of each academic term with the use of an Academic Plan Reviewed document. If, at the end of an academic term the student's performance is consistent with the terms of the academic plan, the student remains eligible to receive financial aid and may continue in school for the subsequent academic term. If, at the end of a payment period the student's performance is determined to be unsatisfactory, the student will be dismissed from the program of study. Students on academic plans will be advised at the end of each academic term to ensure that they understand their required performance for reestablishing satisfactory academic progress by the end of the plan. A student may be dismissed at any time if the Academic Review Committee does not believe the student will be successful in upholding the Academic Plan. In those cases, the student may submit an additional appeal to continue. A student may reestablish satisfactory academic progress upon successful completion of an academic term by meeting the thresholds listed in the SAP tables above. Students who re-establish satisfactory academic progress are advised that they no longer need to be on an academic plan and remain eligible to receive financial aid.

Financial Aid Dismissal for Students in Clock Hour Programs

If, after the student has attempted the expected hours for the third and all remaining consecutive payment periods, the student's academic progress is not above both SAP thresholds for pace and CGPA, the student will be placed on Financial Aid Dismissal and is no longer eligible to receive federal financial aid. If the student is making sufficient progress while in this status, the student will receive an Academic Plan Reviewed document to continue eligibility. If the student does not make sufficient progress, the student will be dismissed, subject to additional appeal.

Students Receiving Veterans Education Benefits

Students using Veterans Education Benefits are subject to the same calculations of CGPA and Pace, but have different limitations as to how long they may remain not meeting Satisfactory Academic Progress standards. Students using Veterans Education Benefits will be subject to the following limitations. Students will no longer be eligible to be certified for Veterans Education Benefits once they fail to meet SAP standards for a third consecutive SAP evaluation period. This means students who fail to meet SAP at the end of their Financial Aid Probation term will have their benefits terminated. Student will only be eligible for certification if they return to Satisfactory Academic Progress. If a student exceeds Maximum Time Frame as defined in the SAP policy above, they are no longer eligible to be certified for Veterans Education Benefits.

Other Factors Impacting Academic Standing for Credit and Clock Hour Programs

Program Changes: When a student transfers to a new program, the total program length of the new program is used as a basis for determining the maximum program length. All previously attempted coursework that is applicable in the new program is carried forward into the new program, whether it was completed successfully or not (i.e., including grades of F or W), for the purposes of calculating both qualitative and quantitative academic progress. A student who is not meeting SAP standards is not eligible for a program change without approval of the Director of Education or designee. This also applies to students who were not meeting SAP standards at the point of being withdrawn and wish to re-enter in a different program.

Transfer and Proficiency Credits: Transfer and Proficiency credits are entered as grades of "T" or "TO" which are not computed in a student's qualitative grade point average. Transfer and proficiency credits are counted as credits attempted and earned for the purposes of calculating a student's pace of progress in the program. See also Transfer of Credit in this catalog. These grades will be used in calculating both qualitative grade point average and pace of progress as defined in the Standards of Academic Progress policy.

Additional Degrees/Diplomas: Degree or diploma students who wish to remain continuously enrolled and pursue an additional program must complete all requirements of the first program before enrolling in a subsequent program. Any successfully completed courses that are contained in the subsequent program will be counted towards completion of that program. **(Note: students may not be enrolled concurrently in and receive funding for two Title IV eligible programs).**

Pass/Fail Courses

Grades of S and U are assigned to classes that do not fulfill graduation requirements such as English Language Foundation (ELF) courses that are graded on a pass/fail basis. A grade of W* is assigned for withdrawal from a Pass/Fail class for certain programs after the drop/add period. Foundation courses may not be repeated more than one time without an approved foundations appeal.

Repeated Courses While in an Active Degree Seeking Status

F, U, NA, NP, W, and W* grades require repeating and are retained on the transcript. Repeated courses will appear on the transcript with both the new letter grade earned and the original letter grade earned. The highest grade will replace the other attempts for the purposes of calculating the CGPA. Courses which have been repeated will count as credits/hours attempted for the purposes of calculating pace. Students in clock hour programs may not receive financial aid for repeated courses. Students in credit hour programs may receive financial aid to repeat failed courses. Other than Foundation courses, which can only be repeated a single time without appeal approval, there is no fixed limit to the number of times a particular course may be repeated as long as a student is making satisfactory academic progress. As of July 1, 2011, a student's enrollment status in a term-based, credit hour program for Title IV purposes may include coursework being repeated that was previously taken in the program, but may not include more than one repetition of a specific, previously passed course. The original grade and the repeated grade will both appear on the transcript. Only the highest grade will count for purposes of calculating the CGPA. All attempts count in the pace of the program.

Audited Courses

Audited courses are assigned a grade of AU. Audited courses do not count as credits attempted or credits earned for any purposes and do not have any effect on the calculations of pace or GPA.

Grades and CGPA

The following table summarizes the effect of specific grades on the calculations of pace and CGPA:

Grade	Credits Attempted for Pace	Credits Attempted for CGPA	Credits Earned	Quality Points Per Credit
A	Yes	Yes	Yes	4
B	Yes	Yes	Yes	3
C	Yes	Yes	Yes	2
D	Yes	Yes	Yes	1
F	Yes	Yes	No	0
S	No	No	No	N/A
U	No	No	No	N/A
W	Yes	No	No	N/A
W*	No	No	No	N/A
T or T1	Yes	No	Yes	N/A
I	Yes	No	No	N/A

TO	Yes	No	Yes	N/A
AU	No	No	No	N/A
P or PASS	Yes	No	Yes	N/A
NP	Yes	No	Yes	N/A
A*	Yes	No	Yes	N/A
B*	Yes	No	Yes	N/A
C*	Yes	No	Yes	N/A
Fail	Yes	No	No	N/A
NA	No	No	No	N/A

Students are able to access their student portal at any time to view academic progress, including grades.

Withdrawal Grades for Institutional Withdrawals

The W grade is assigned to class withdrawals when a student withdraws or stops attending all courses prior to the withdrawal deadline. The earned grade in the course is awarded after the withdrawal deadline.

Withdrawal Grades for Individual Course Withdrawals

A course is unregistered during the drop/add period for a student who maintains enrollment in one or more course. Courses dropped after the drop/add period but prior to the withdrawal deadline are issued a grade of W (Withdrawal). The earned grade in the course is awarded after the withdrawal deadline.

A grade of W* is recorded for Pass/Fail courses (campus credits) dropped after the drop/add period or for courses being withdrawn during an LOA period. The W* may also be used in rare instances when a correction needs to be made to a student's schedule based on a documented issue. A grade of NA is recorded for module-based courses that are dropped after drop/add but prior to the start of the module in which the course was scheduled. W grades count as credits attempted but not earned for the purposes of calculating the pace in academic progress and are excluded from CGPA. W* and NA grades are excluded from both the CGPA and Pace components of SAP.

Incomplete Grades

Incomplete grades count as credits/hours attempted but not completed. When the Incomplete is converted to a letter grade, it will be computed as credits/hours completed or failed, depending on the grade assigned.

Repeated Coursework

A student's enrollment status in a term-based program for Title IV purposes may include previously passed coursework being repeated in the program, but may not include more than one repetition of a specific previously passed course.

A student may also request to audit any course within their program version with their Director of Education.

Family Educational Rights and Privacy Act

Miller-Motte College is committed to the privacy and security of students. Miller-Motte College's Student Records Policy complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) which establishes students' rights and institutions' responsibilities regarding the privacy of education records. It provides guidelines for maintaining the confidentiality of education records and monitoring the release of information from those records.

FERPA affords current and former students certain rights with the respect to their educational records. Students have the right to:

1. Inspect and review their individual school records within 45 days of the written request. Students should contact the Registrar's Office to determine the location of appropriate records and the procedure for reviewing such records.

A student should submit a written request that identifies the record(s) they wish to inspect. Request for student finance records go to the Financial Aid Office, and requests for other records to the Registrar's Office. A Miller-Motte College official will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. An amendment of records believed to be inaccurate, misleading, or otherwise in violation of the privacy rights. However, grades and course evaluations can be challenged only on the grounds that they are improperly recorded. Students requesting an amendment of records should submit a written, dated request to the Registrar's Office and clearly identify the part of the record to be changed, and specify why it is inaccurate, misleading or a violation of privacy.

If Miller-Motte College decides not to amend the record as requested, Miller-Motte College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without prior consent from the parents or eligible student as applicable. Students must provide a signed, dated and written request allowing Miller-Motte College to disclose the information. Students must state the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure may be made. NOTE: FERPA does authorize Miller-Motte College to disclose student personally identifiable information without consent to other school officials, any contractor or consultant contracting with Miller-Motte College, representatives of the Secretary, the state, an organization conducting studies, accrediting agencies, a federal grand jury subpoena, etc.

A Miller-Motte College official is a person employed by the school in an administrative, supervisory, academic, or support staff position; a person or company with whom the school had contracted (such as an auditor, attorney or collection agency); a person serving on the Board of Directors, a student serving on an official committee (such as grievance or disciplinary committee) or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest, if he/she must review the education record in order to fulfill his/her official responsibilities.

Upon request from the student or institution, Miller-Motte College may disclose education records without the student's consent to officials of another school which the student seeks or intends to enroll.

The school also reserves the right to release to police agencies and/or crime victims any records or information pertinent to a crime which has occurred on campus, including the details of and disciplinary action taken against the alleged perpetrator of the crime.

4. File a complaint with the U.S. Department of Education concerning alleged failures by Miller-Motte College to comply with the requirements of FERPA. The requirements for filing a complaint and required form can be found at <https://studentprivacy.ed.gov> and the name and address of the office that administers FERPA is:

Family Policy Compliance Office (FERPA)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 40202-4605
FERPA.Complaints@ed.gov

5. Notify Miller-Motte College's Education Office in writing if the student wishes to withhold his or her information from the "Directory" information. The school may release information without the student's consent where the information is classified as "Directory Information." The following categories of information have been designated by Miller-Motte College as directory information:

- Name
- Address
- Telephone Listing
- E-mail address
- Photographs
- Major Field of Study
- Dates of Attendance
- Current classification and/or year in school
- Credit load
- Total number of credits completed
- Major and minor fields of study
- Awards and honors
- Degree(s) conferred (including dates)
- Commencement program
- Honors program

Students who do not want such information released without their consent should notify the Education Office.

The Externship Experience

The externship is a course that is a requirement in designated programs. Students participate in an externship during their final term or final modules. Learning takes place "on the job" as students experience first-hand the day-to-day operations of their career field. Supervised externships are customized to each student's program area and capabilities. Because it is an academic requirement, it requires oversight by academic staff members who are specialists in the career field.

Prior to a student's beginning an externship, a completed Externship Agreement and Externship Assignment Form must be executed with Miller-Motte College, the externship site and the student. A copy of this information is maintained by the Program Director and Career Services Department and become part of the student's permanent record. The externship site and the student are also provided a general competency list for the student's program that reflects the competencies acquired by the student. This provides guidance to the site supervisor on the student's expected skill sets.

The student submits weekly reports to document his/her externship attendance, activities and learning. The sponsoring externship host evaluates the student at the mid-point and at the conclusion of the required hours. In addition, evaluations are made by the externship supervisor based on site visitation and observations.

The Externship Instructor makes a planned visit to the externship site to observe the student on the job. The site supervisor is notified of the visit and is involved in communicating with the Externship Instructor about the student's progress. Each student is visited at least once a term by an Externship Instructor. A second visit may be necessary if a student needs additional coaching or training, or at the request of the site.

The Externship Instructor completes a Mid Point Evaluation form for each visit that is conducted. This visit report becomes a part of the student's permanent record. These visit reports are filed with the Director of Education.

Students are required to provide their own transportation to and from the externship site. Externship hours are generally scheduled during the day, but may include nights and weekends.

Programs of Study

The following programs of study are offered at Miller-Motte College:

Associate of Applied Science

- Business Administration
- Criminal Justice
- Dental Assisting
- IT Support Specialist
- Surgical Technology

Bachelor of Science Degree

- Allied Health Management *
- Business Administration *

Certificate

- Medical Billing and Coding

Diploma

- Medical Clinical Assistant

* This program is only offered fully online

Business Administration

Associate of Applied Science

Program Objective

The Business Administration program provides education for the person seeking an entry-level career in business administration. Students are provided an opportunity to establish a solid foundation in administration and management; customer service; economics and accounting; sales and marketing; project management; and entrepreneurship. Graduates of the program may seek entry-level employment as sales representatives, management trainees, assistant office managers, customer service representatives, assistant project managers, accounting clerks, and other business-related roles in a number of industries and government agencies.

The normal duration required to complete this program is 92 credits and the maximum timeframe is 138 credits.

Major & Related Requirements		Quarter Credit Hours
BUS1105	Customer Relations & Servicing	4
BUS1110	Accounting I	4
BUS1115	Word Processing/ Presentation Skills	4
BUS1120	Management for Success	4
BUS1125	Computerized Accounting	4
BUS1130	Introduction to Economics	4
BUS2105	Management Information Systems	4
BUS2110	Spreadsheet Skills	4
BUS2115	Foundations of Business Finance	4
BUS2220	Introduction to Human Resources	4
BUS2225	Introduction to Marketing	4
BUS2230	Project Management Foundations	4
BUS2240	Sales Principles	4
BUS2245	Small Business Management	4
BUS2250	Business Administration Externship	4
INT1108	Practical Computer Applications	4
PSY1101	Organizational Dynamics	4
Total		68
General Education Requirements		Quarter Credit Hours
COM1101	Interpersonal Communications	4
ENG1101	English Composition I	4
MTH1101	College Mathematics	4
PSY1103	Introduction to Psychology	4
SCI1101	Environmental Science	4
SOC1103	Introduction to Sociology	4
Total		24
Total Quarter Credit Hours Required for Graduation		92

Students completing the Business Administration program are expected to complete BUS2250 Business Administration Externship; however, students may complete BUS2260 Business Administration Capstone under special circumstances (i.e. job conflict, medical reason) with approval of the Program Director and Director of Education. In most situations, students enrolled in residential, campus-based delivery will complete BUS2250.

Fully online students will complete BUS2260 instead of BUS2250.

This program is approved for Georgia residents. Georgia residents see **Additional Information for Georgia Residents** in the back of the catalog for specific course requirements.

Criminal Justice

Associate of Applied Science

Program Objective

The Criminal Justice program provides education for the person seeking an entry-level career in the criminal justice field. This program provides students with a broad introduction to the criminal justice system including social and psychological issues as they relate to deviance and society. Students will examine aspects of law enforcement, criminal law, courts, and correctional institutions in detail as well as aspects related to professionalism and ethics. Graduates may seek careers as corrections officers, court clerks, juvenile support assistants, probation support assistants, or as security or investigative professionals in business, industry, and government.

Program Outcomes:

- Describe the main components of the Criminal Justice system and their related duties and responsibilities.
- Analyze various criminological theories based on their framework and substantiated research.
- Demonstrate effective communication skills as they pertain to the criminal justice profession.
- Explain how technology has impacted and shaped the criminal justice system.
- Describe key aspects related to physical and digital security as they pertain to public and private sectors.
- Discuss ethical issues and professionalism in the criminal justice system and associated fields.

The normal duration required to complete this program is 92 credits and the maximum timeframe is 138 credits.

Major & Related Requirements		Quarter Credit Hours
CJU1100	Introduction to Criminal Justice	4
CJU1110	Criminology	4
CJU1120	Introduction to Corrections	4
CJU1130	Contemporary Issues in Criminal Justice	4
CJU1140	Juvenile Justice	4
CJU1150	Introduction to Law Enforcement	4
CJU1160	Fundamentals of Criminal Law and Procedures	4
CJU1180	Communication for Criminal Justice Professionals	4
CJU1200	Criminal Investigations	4
CJU1210	Information Security and Cyber Crime	4
CJU1220	Essentials of Security Operations and Loss Prevention	4
CJU1230	Ethics and Professionalism in Criminal Justice	4
CJU1240	Substance Abuse and Mental Health	4
CJU1255	Externship	4
CJU1260	Terrorism and Homeland Security	4
INT1108	Practical Computer Applications	4
PSY1101	Organizational Dynamics	4
Total		68
General Education Requirements		Quarter Credit Hours
COM1101	Interpersonal Communications	4
ENG1101	English Composition I	4
MTH1101	College Mathematics	4
PSY1103	Introduction to Psychology	4
SCI1101	Environmental Science	4
SOC1103	Introduction to Sociology	4
Total		24
Total Quarter Credit Hours Required for Graduation		92

Students completing the Criminal Justice program are expected to complete CJU1255 Externship; however, students may complete CJU1257 Criminal Justice Capstone under special circumstances (i.e. job conflict, medical reason) with approval of the Program Director and Director of Education. In most situations, students enrolled in residential, campus-based delivery will complete CJU1255.

Fully online students will complete CJU1257 instead of CJU1255.

This program is approved for Georgia residents. Georgia residents see **Additional Information for Georgia Residents** in the back of the catalog for specific course requirements.

Dental Assisting

Associate of Applied Science

Program Objective

The goal of the Dental Assisting program is to prepare students in a hands-on learning environment to function effectively as an integral member of the dental health team. Graduates will be prepared to function as an entry-level dental assistant. Students receive an introduction to dental assisting, dental administrative procedures, dental infection control, dental radiography, dental sciences, operative dentistry, dental lab procedures, and dental specialties.

The normal duration required to complete this program is 92 credits and the maximum timeframe is 138 credits.

Major & Related Requirements		Quarter Credit Hours
DAS106	Introduction to Dentistry	4
DAS110	Dental Infection Control	4
DAS113	Dental Science & Terminology	4
DAS126	Dental Pharmacology & Emergencies	4
DAS130	Dental Materials I	4
DAS131	Dental Materials II	4
DAS203	Chair-side Dental Assisting I	4
DAS204	Chair-side Dental Assisting II	4
DAS211	Dental Radiology	4
DAS221	Dental Office Procedures	4
DAS223	Computerized Dental Systems	4
DAS226	Dental Review	4
DAS246	Dental Practicum I	4
DAS251	Dental Practicum II	4
DAS256	Dental Practicum III	4
INT108	Practical Computer Applications	4
OT101	Document Processing I	4
Total		68
General Education Requirements		Quarter Credit Hours
COM1101	Interpersonal Communications	4
ENG1101	English Composition I	4
MTH1101	College Mathematics	4
PSY1103	Introduction to Psychology	4
SOC1103	Introduction to Sociology	4
GS280	Introduction to Microbiology	4
Total		24
Total Quarter Credit Hours Required for Graduation		92

IT Support Specialist

Associate of Applied Science

Program Objective

The goal of the IT Support Specialist program is to prepare students to function effectively as an integral member of an IT support team. Students receive an introduction to the daily maintenance, support, and performance of computer systems; effective communication skills with vendors or technicians; record-keeping of help desk ticketing tasks; the development of training materials, procedures, and training techniques in the proper use of hardware or software; the installation and performing minor repairs to hardware, software, or peripheral equipment. Graduates may seek careers as an information technology specialist, computer technician, help desk analyst, and network technician.

The normal duration required to complete this program is 92 credits and the maximum timeframe is 138 credits.

Major & Related Requirements		Quarter Credit Hours
INT1106	Technical Writing/Project Planning	4
INT1108	Practical Computer Applications	4
INT1109	Application and Database Concepts	4
INT1110	PC Hardware and Software	4
INT1111	PC Operating Systems	4
INT1112	Certification Preparation	4
INT1116	Networking Concepts I	4
INT1117	Networking Concepts II	4
INT1120	Customer Service and Help Desk Concepts	4
INT1130	Desktop Configuration	4
INT1131	Desktop Support	4
INT1151	Certification Review	4
INT2110	Server Administration I	4
INT2220	Server Administration II	4
INT2240	Security Concepts	4
INT2250	Externship I/Seminar	4
INT2255	Externship II/Seminar	4
Total		68
General Education Requirements		Quarter Credit Hours
COM1101	Interpersonal Communications	4
ENG1101	English Composition I	4
MTH1101	College Mathematics	4
PSY1103	Introduction to Psychology	4
SCI1101	Environmental Science	4
SOC1103	Introduction to Sociology	4
Total		24
Total Quarter Credit Hours Required for Graduation		92

Students completing the IT Support Specialist program are expected to complete INT2250 Externship I/Capstone and INT2255 Externship II/Seminar; however, students may complete INT2260 IT Support Specialist Capstone I and INT2265 IT Support Specialist Capstone II under special circumstances (i.e. job conflict, medical reason) with approval of the Program Director and Director of Education. In most situations, students enrolled in residential, campus-based delivery will complete INT2250 and INT2255.

Fully online students will complete INT2260 and INT2265 instead of INT2250 and INT2255.

Surgical Technology

Associate of Applied Science

Program Objective

This program is no longer accepting new enrollments

The Surgical Technology program provides training for an entry-level career as a vital member of the operating room team where the Surgical Technologist works together with surgeons, anesthesiologists, registered nurses, and other surgical team members. The program is designed to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Surgical Technologists maintain asepsis in the operating room, pass instruments and sterile items and equipment to the surgeon during a procedure, maintain the sterile field, and prepare patients, instruments, supplies, and equipment before and after an operation. Graduates may seek career opportunities in hospitals, surgical suites, or surgical centers as scrub surgical technologist, circulating surgical technologist, or second assisting technologist.

The normal duration required to complete this program is 92 credits and the maximum timeframe is 138 credits.

Major & Related Requirements		Quarter Credit Hours
AHS1100	Integumentary, Skeletal, Muscular, and Gastrointestinal Systems	4
AHS1200	Respiratory, Cardiovascular, Blood, Lymphatic, and Immune Systems	4
AHS1300	Nervous, Sensory, Endocrine, Urinary, and Reproductive Systems	4
INT1108	Practical Computer Applications	4
PSY1101	Organizational Dynamics	4
SUR1113	Pharmacology and Anesthesiology	4
SUR1114	Pathophysiology	4
SUR1115	Surgical Orientation	4
SUR1116	Surgical Principles	4
SUR1117	Surgical Techniques	4
SUR1230	Minor Surgical Procedures	4
SUR1231	Major Surgical Procedures	4
SUR1240	Surgical Review	4
SUR1245	Surgical Clinical Practicum I	8
SUR1246	Surgical Clinical Practicum II	8
Total		68

General Education Requirements		Quarter Credit Hours
COM1101	Interpersonal Communications	4
ENG1101	English Composition I	4
GS285	Microbiology	4
MTH1101	College Mathematics	4
PSY1103	Introduction to Psychology	4
SOC1103	Introduction to Sociology	4
Total		24

Total Quarter Credit Hours Required for Graduation **92**

All student activities associated with the curriculum, especially while students are completing clinical rotations, will be educational in nature. Students will not be substituted for hired staff personnel within the clinical institution, in the capacity of a surgical technologist.

Clinical Case Requirements

1. The number of cases required for graduation from the Surgical Technology Program is 120 cases (CCST6e, AST).
2. As per the Association of Surgical Technologists (AST), Core Curriculum for Surgical Technology 6th Edition, the following will apply:
 - A. General Surgery cases
 1. Each student will be required to complete a minimum of 30 cases in General Surgery; 20 cases must be performed in the First Scrub Role. The remaining 10 cases may be performed in either the First or Second Scrub Role.
 - B. Specialty cases
 1. Each student will complete a minimum of 90 cases in a variety of surgical specialties. (CCST6e, AST) The following areas are considered Specialty: Cardiothoracic, ENT, Ophthalmic, GU, Neuro, OB/GYN, Oral/Maxillofacial, Orthopedics, Peripheral Vascular, Plastics, and Procurement/Transplant.
 - a. A minimum of 60 surgical specialty cases must be performed in the First Scrub Role and distributed amongst a minimum of four surgical specialties.
 1. A maximum of 15 cases can be counted in any one surgical specialty.
 2. The additional 20 cases in the First Scrub Role may be distributed amongst any one surgical specialty or multiple surgical specialties.
 - b. The remaining 30 surgical specialty cases may be performed in any surgical specialty either in the First or Second Scrub Role.
 - C. Optional surgical specialties
 1. Diagnostic endoscopy cases and vaginal delivery cases are not mandatory. However, up to 10 diagnostic endoscopic cases and 5 vaginal delivery cases can be counted toward the maximum number of Second Scrub Role cases.
 - a. Diagnostic endoscopy cases must be documented in the category of "Diagnostic Endoscopy", rather than by specialty.
 - b. Vaginal delivery cases must be documented in the category of "Labor & Delivery" rather than in the OB/GYN specialty.

3. Case experience in the Second Scrub Role is not mandatory. All cases must be documented, including Observation Cases, but **do not** count towards the 120 required cases.
4. All students are required to monitor clinical progress on a daily basis. Cases will be counted according to surgical specialty. (CCST6e, AST)

* Clinical Case requirements listed above apply to all new cohort starts meeting the requirements of the Core Curriculum for Surgical Technology, 6e (CCST6e).

First and Second Scrub Role and Observation Definitions (CCST6e)

First Scrub Role

The Student surgical technologist shall perform the following duties during any given surgical procedure with proficiency. The following list is provided to identify the items that must be completed in order to document a case in the first scrub role. A student not meeting the five criteria below cannot count the case in the first scrub role and the case must be documented in the second scrub role or observation role.

- Verify supplies and equipment needed for the surgical procedure.
- Set up the sterile field with instruments, supplies, equipment, medication(s) and solutions needed for the procedure.
- Perform counts with the circulator prior to the procedure and before the incision is closed.
- Pass instruments and supplies to the sterile surgical team members during the procedure.
- Maintain sterile technique as measured by recognized breaks in technique and demonstrate knowledge of how to correct with appropriate technique.

Second Scrub Role

The second scrub role is defined as the student who is at the sterile field who has not met all criteria for the first scrub role, but actively participates in the surgical procedure in its entirety by completing any of the following:

- Sponging
- Suctioning
- Cutting suture
- Holding retractors
- Manipulating endoscopic camera

Observation Role

The observation role is defined as the student who is in the operating room performing roles that do not meet the criteria for the first or second scrub role. These observation cases are not to be included in the required case count, but must be documented by the program.

Surgical Technology Student Work Policy

Student activities associated with the curriculum, especially while students are completing clinical rotations, will be educational in nature. Students will not receive any monetary remuneration during this educational experience, nor will the student be substituted for hired staff personnel within the clinical institution, in the capacity of a surgical technologist.

Allied Health Management *

Bachelor of Science Degree

Program Objective

The four year Bachelor of Science Degree program in Allied Health Management is offered in an online format only.

The objective of this program is to provide students with a broad base of knowledge and skills required to begin or to enhance a career in Allied Health Management. Students complete three distinct areas of study: general education, theory, and applied learning to develop practical working knowledge. The program prepares students for employment in a variety of private and public allied health related organizations.

Students who have earned an Associate Degree in an Allied Health-related program at Miller Motte-Wilmington or another accredited institution of higher education may request an evaluation of credits earned and have the opportunity to be awarded up to 90 quarter credit hours of transfer credit toward the completion of the Bachelor of Science Degree in Allied Health Management.

The degree completion option requires that prior course work include the following courses: Medical Terminology, Anatomy & Physiology, Accounting Principles I, and Accounting Principles II. In the event that prior course work does not include all required courses, the student will be required to register and pay for the missing courses.

The normal duration required to complete this program is 188 credits and the maximum timeframe is 282 credits.

Major & Related Requirements		Quarter Credit Hours
AHS1108	Practical Computer Applications in Allied Health	4
AHS1520	Medical Office Systems	4
AHS1650	Medical Coding	4
AHS2150	Medical Insurance Billing	4
BUS1102	Accounting II	4
BUS1110	Accounting I	4
BUS1115	Word Processing/ Presentation Skills	4
BUS1120	Management for Success	4
BUS2105	Management Information Systems	4
BUS2110	Spreadsheet Skills	4
BUS2230	Project Management Foundations	4
BUS3250	Management & Supervision	4
BUS3380	Principles of Public Policy and Administration	4
BUS4120	Research & Analysis	6
BUS4301	Leadership	4
HCI1000	Medical Terminology for Healthcare Management	4
HCI1650	Healthcare Systems	4
HCI1700	Statistics in Healthcare	4
HCI1900	Quality Assurance in Healthcare	4
HCI2157	Multicultural Healthcare	4
HCI3310	Ethical Principles in Healthcare	4
HCI3315	Healthcare Organization and Administration	4
HCI3320	Healthcare Planning and Evaluation	4
HCI3330	Healthcare Finance	4
HCI3370	Human Resource Management in Healthcare	4
HCI4004	Healthcare Economics	4
HCI4410	Healthcare Law and Legislation	4
HCI4430	Managed Care and Insurance	4
HCI4450	Healthcare Policy	4
HCI4455	Allied Health Management Capstone	6
MBC1324	Health Information Systems and Technology	4
Total		128

General Education Requirements		Quarter Credit Hours
COM1101	Interpersonal Communications	4
CRT1000	Critical Thinking	4
ENG1101	English Composition I	4
ENG1102	English Composition II	4
ENG3115	Report Writing	4
HUM2130	United States Government	4
HUM3110	20th Century World History	4
HUM3330	Principles of Macroeconomics	4
HUM3335	Principles of Microeconomics	4
HUM3501	Ethics	4
MTH1101	College Mathematics	4
MTH3305	Statistics	4
PSY1101	Organizational Dynamics	4

PSY1103	Introduction to Psychology	4
SCI1101	Environmental Science	4
Total		60

Total Quarter Credit Hours Required for Graduation **188**

Students must take at least one course each in Natural Sciences/ Mathematics, Humanities/ Fine Arts, and Social/ Behavioral Sciences. In addition, students must take two more general education courses.

This program is approved for Georgia residents. Georgia residents see **Additional Information for Georgia Residents** in the back of the catalog for specific course requirements.

Business Administration *

Bachelor of Science Degree

Program Objective

The four year Bachelor of Science Degree program in Business Administration is offered in an online format only.

The objective of this program is to provide students with a broad base of knowledge and skills required to begin or to enhance a career in business administration. Students complete three distinct areas of study: general education, theory, and applied learning to develop practical working knowledge. The program prepares students for employment in a variety of private and public business organizations.

Students who have earned an Associate Degree in Business Administration at Miller Motte-Wilmington or another accredited institution of higher education may request an evaluation of credits earned and have the opportunity to be awarded up to 90 quarter credit hours of transfer credit toward the completion of the Bachelor of Science Degree in Business Administration.

The normal duration required to complete this program is 186 credits and the maximum timeframe is 279 credits.

Major & Related Requirements		Quarter Credit Hours
BUS1102	Accounting II	4
BUS1105	Customer Relations & Servicing	4
BUS1108	Practical Computer Applications in Business	4
BUS1110	Accounting I	4
BUS1115	Word Processing/ Presentation Skills	4
BUS1120	Management for Success	4
BUS1125	Computerized Accounting	4
BUS1130	Introduction to Economics	4
BUS2105	Management Information Systems	4
BUS2110	Spreadsheet Skills	4
BUS2115	Foundations of Business Finance	4
BUS2215	Business Communications	4
BUS2220	Introduction to Human Resources	4
BUS2225	Introduction to Marketing	4
BUS2230	Project Management Foundations	4
BUS2240	Sales Principles	4
BUS2245	Small Business Management	4
BUS3101	Legal Environment of Business	4
BUS3105	Business Organizations	4
BUS3115	Organizational Behavior	4
BUS3202	Advanced Spreadsheets	4
BUS3220	Marketing Strategies	4
BUS3250	Management & Supervision	4
BUS3330	Financial Management	4
BUS3380	Principles of Public Policy and Administration	4
BUS4055	Production and Operations Management	4
BUS4120	Research & Analysis	6
BUS4150	Global Business	4
BUS4260	Business Administration Capstone	4
BUS4301	Leadership	4
BUS4510	Business Policy	4
Total		126

General Education Requirements		Quarter Credit Hours
COM1101	Interpersonal Communications	4
CRT1000	Critical Thinking	4
ENG1101	English Composition I	4
ENG1102	English Composition II	4
ENG3115	Report Writing	4
HUM2130	United States Government	4
HUM3110	20th Century World History	4
HUM3330	Principles of Macroeconomics	4
HUM3335	Principles of Microeconomics	4
HUM3501	Ethics	4
MTH1101	College Mathematics	4
MTH3305	Statistics	4
PSY1101	Organizational Dynamics	4
PSY1103	Introduction to Psychology	4
SCI1101	Environmental Science	4

Total

60

Total Quarter Credit Hours Required for Graduation

186

Students must take at least one course each in Natural Sciences/ Mathematics, Humanities/ Fine Arts, and Social/ Behavioral Sciences. In addition, students must take two more general education courses.

This program is approved for Georgia residents. Georgia residents see **Additional Information for Georgia Residents** in the back of the catalog for specific course requirements.

Medical Billing and Coding

Certificate

Program Objective

The Medical Billing and Coding program prepares graduates to work as entry-level medical billing specialists. Students receive training in standard medical procedure coding, insurances, reimbursements, healthcare standards, and information storage and retrieval systems. Graduates may seek entry-level employment in physician's offices, clinics, laboratories, hospitals, group practices, specialty practices, health insurance offices, and nursing homes. The program helps prepare and encourages graduates to sit for a certification examination.

The normal duration required to complete this program is 72 credits and the maximum timeframe is 108 credits.

	Major & Related Requirements	Quarter Credit Hours
AHS1100	Integumentary, Skeletal, Muscular, and Gastrointestinal Systems	4
AHS1200	Respiratory, Cardiovascular, Blood, Lymphatic, and Immune Systems	4
AHS1300	Nervous, Sensory, Endocrine, Urinary, and Reproductive Systems	4
AHS1310	Allied Health Orientation	4
AHS1400	Pathology	4
AHS1420	Pharmacology	4
AHS1520	Medical Office Systems	4
AHS1650	Medical Coding	4
AHS2150	Medical Insurance Billing	4
INT1108	Practical Computer Applications	4
MBC1324	Health Information Systems and Technology	4
MBC1500	Intermediate Coding	4
MBC2160	Advanced Medical Coding	4
MBC2300	Registries and Statistics	4
MBC2360	Externship	8
MBC2500	Coding Certification Preparation	4
PSY1101	Organizational Dynamics	4
Total		72
Total Quarter Credit Hours Required for Graduation		72

Students completing the Medical Billing and Coding program are expected to complete MBC2360 Externship; however, students may complete MBC2361 Capstone under special circumstances (i.e. job conflict, medical reason) with approval of the Program Director and Director of Education. In most situations, students enrolled in residential, campus-based delivery will complete MBC2360.

Fully online students will complete MBC2361 instead of MBC2360.

Medical Clinical Assistant

Diploma

Program Objective

The Medical Clinical Assistant program provides training for an entry-level career as an important member of the healthcare team. The program emphasizes hands-on experience in both front-office administrative and back-office clinical skills and develops traits employers seek such as the ability to assume responsibility, make decisions, and work independently.

Medical Clinical Assistant students receive training in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates are eligible to sit for an examination that leads to a certification or registration in the medical field. Students should talk to the Program Director for more information about certification examinations. Graduates may pursue career opportunities in the growing healthcare industry in doctors' offices, medical clinics, and other medical facilities as clinical medical assistants, administrative medical assistants, and medical office managers where they work under the supervision and direction of a physician or licensed healthcare practitioner.

Program Outcomes:

- Sit for a national credentialing examination(s) for medical assisting.
- Demonstrate the skills necessary to support the provision of patient care.
- Demonstrate the skills related to effective communication in the medical setting, both orally and in writing.
- Demonstrate the skills required for the performance of medical business practice functions.
- Demonstrate the skills required to provide patient care in accordance with regulations, policies, laws and patient rights.
- Demonstrate the ability to apply quality control measures in following health and safety policies and procedures to prevent illness and injury.

The normal duration required to complete this program is 72 credits and the maximum timeframe is 108 credits.

Major & Related Requirements		Quarter Credit Hours
AHS1100	Integumentary, Skeletal, Muscular, and Gastrointestinal Systems	4
AHS1200	Respiratory, Cardiovascular, Blood, Lymphatic, and Immune Systems	4
AHS1300	Nervous, Sensory, Endocrine, Urinary, and Reproductive Systems	4
AHS1310	Allied Health Orientation	4
AHS1400	Pathology	4
AHS1420	Pharmacology	4
AHS1520	Medical Office Systems	4
AHS1650	Medical Coding	4
AHS2150	Medical Insurance Billing	4
INT1108	Practical Computer Applications	4
MAA1410	Clinical Foundations	4
MAA1500	Clinical Specialties	4
MAA1600	Clinical Laboratory	4
MAA1700	Extern and Medical Review	8
Total		60
General Education Requirements		Quarter Credit Hours
COM1101	Interpersonal Communications	4
ENG1101	English Composition I	4
MTH1101	College Mathematics	4
Total		12
Total Quarter Credit Hours Required for Graduation		72

Course Descriptions

Course Numbering System

The course numbering system is a series of letters which identify course subject areas followed by a series of numbers that identify course level:

AHS	Medical
BUS	Business
CJU	Criminal Justice
COM	Communications
DAS	Dental
ENG	English
GS	General Studies
INT	Information Technology
MAA	Medical
MBC	Medical
MTH	Mathematics
OT	Office Technology
PSY	Psychology
SCI	Science
SOC	Sociology
SUR	Surgical Technology

The first number of the three digits indicates the level of the course:

0	Preparatory courses
1	Normally a first-year course
2	Normally a second-year course
3	Normally a third-year course
4	Normally a fourth-year course

Additional courses identified as General Education Courses by the North Carolina Board of Governors are designated by #; General Education Courses are designated by **; General Studies Designation: Humanities/Fine Arts are designated by [H/FA]; General Studies Designation: Natural Science/Mathematics are designated by [NS/M]; General Studies Designation: Social/Behavioral Science are designated by [S/BS]; Online Only - Bachelor Level Class are designated by @

Individual courses are approved to run online. Please see the Director of Education for a list of available online courses.

Prerequisites and course hours are identified at the end of the course description:

(AA-BB-CC-DD, E) at the ending of each course description where AA is Lecture hours, BB is Lab hours, CC is Externship Hours, DD is Outside Hours, and E is Total Quarter Credit Hours

Prerequisite overrides may be granted at the discretion of the Director of Education for extenuating circumstances.

Medical (AHS)

AHS1100 Integumentary, Skeletal, Muscular, and Gastrointestinal Systems

4 Quarter Credit Hours

Students will undertake a system-by-system anatomical study of the human body and basic principles of physiology. This course will cover the structure; functions; and conditions/diseases of the integumentary, skeletal, muscular, and gastrointestinal systems. In addition, the medical terminology applicable to these body systems will be addressed, with emphasis on word construction, proper usage, and acceptable medical abbreviations. Prerequisite: None. (40-0-0-80, 4)

AHS1108 Practical Computer Applications in Allied Health

4 Quarter Credit Hours

This course provides computer and administrative skills required to utilize the computer as a tool in an office or clinical environment. Students will gain confidence in the use of the internet, email, productivity software, and associated computer hardware and software. The course will utilize a number of projects to reinforce the functionality and flexibility of the computer used in allied health careers. Prerequisite: None. (30-20-0-60, 4)

AHS1200 Respiratory, Cardiovascular, Blood, Lymphatic, and Immune Systems

4 Quarter Credit Hours

Students will undertake a system-by-system anatomical study of the human body and basic principles of physiology. This course will cover the structure; functions; and conditions/diseases of the respiratory, cardiovascular, blood, lymphatic, and immune systems. In addition, the medical terminology applicable to these body systems will be addressed, with emphasis on word construction, proper usage, and acceptable medical abbreviations. Prerequisite(s): (AHS1100) (40-0-0-80, 4)

AHS1300 Nervous, Sensory, Endocrine, Urinary, and Reproductive Systems

4 Quarter Credit Hours

Students will undertake a system-by-system anatomical study of the human body and basic principles of physiology. This course will cover the structure; functions; and conditions/diseases of the nervous, sensory, endocrine, urinary, and reproductive systems. In addition, the medical terminology applicable to these body systems will be addressed, with emphasis on word construction, proper usage, and acceptable medical abbreviations. Prerequisite(s): (AHS1100) (40-0-0-80, 4)

AHS1310 Allied Health Orientation

4 Quarter Credit Hours

This course will introduce allied health students to various roles of medical professionals. Student will be trained in scope of practice, legal and ethical responsibilities, and governmental compliance required within allied health professions. Prerequisite: None (40-0-0-80, 4)

AHS1400 Pathology

4 Quarter Credit Hours

The course examines the disease process for all body systems as well as how each disease process affects the body as a whole. Student will learn proper methods to successfully educate patients and their family members on the disease process, prevention and health maintenance. Prerequisite(s): (AHS1100 And AHS1200) Corequisite(s): (AHS1300) (40-0-0-80, 4)

AHS1420 Pharmacology

4 Quarter Credit Hours

This foundational class discusses the most commonly prescribed medications in the healthcare field. Students review the key drug classifications necessary to understand the relationships between the disease process and medications. Topics include: medication terminology, indications, effects and interactions, toxicity, and patient education. Prerequisite(s): (AHS1100 And AHS1200 And AHS1300) (30-20-0-60, 4)

AHS1520 Medical Office Systems

4 Quarter Credit Hours

This course provides a working knowledge of the administrative and financial duties performed in the medical office setting, including the utilization of Electronic Health Records (EHR). Students learn to organize and plan assigned tasks, set priorities, and make decisions as a member of the healthcare team. Prerequisite(s): (INT1108 Or AHS1100) (30-20-0-60, 4)

AHS1650 Medical Coding

4 Quarter Credit Hours

This course provides the primary skills needed for medical procedural and diagnostic coding. Emphasis is placed on the use of coding manuals to assign diagnostic and procedural codes for the medical billing process. Prerequisite(s): (AHS1100 And AHS1200) Corequisite(s): (AHS1300) (30-20-0-60, 4)

AHS2150 Medical Insurance Billing

4 Quarter Credit Hours

Students will explain the guidelines of Health Maintenance Organizations (HMOs), Preferred Provider Organizations (PPOs), Traditional Insurance, Group Plans, Individual Plans and Government Sponsored Plans. Students will learn about completing CMS1500 Claim Forms, and processing and billing insurance claims. Methods of pre-certification, pre-authorization and referrals will also be examined. Prerequisite(s): (AHS1650) (30-20-0-60, 4)

Business (BUS)

BUS1102 Accounting II

A continuation of accounting concepts with the introduction of partnership accounting practices. Students are exposed to accounting for sales, purchases, inventory, long-term assets, and receivables. Emphasis is placed on merchandising businesses and partnerships. Prerequisite(s): (BUS1110) Prerequisite(s): (AC101 Or BUS1110) (40-0-0-0, 4)

4 Quarter Credit Hours

BUS1105 Customer Relations & Servicing

This course introduces the students to the importance of customer service in business today. Students will be exposed to the essential skills needed when dealing with both external and internal customers. Emphasis will be focused on verbal and non-verbal communication skills, dealing with challenging customers, solving problems, surveying customer satisfaction and retaining customers. Prerequisite: None. (40-0-0-80, 4)

4 Quarter Credit Hours

BUS1108 Practical Computer Applications in Business

This course provides practical computer and general administrative skills required to utilize the computer as a tool in an office or clinical environment. Students will gain confidence in the use of the internet, email, productivity software, and associated computer hardware and software. The course will utilize a number of projects to reinforce the functionality and flexibility of the computer. Prerequisite: None. (30-20-0-0, 4)

4 Quarter Credit Hours

BUS1110 Accounting I

Students are acquainted with basic accounting principles. Emphasis is on the accounting cycle, accounting for cash receipts, disbursements, banking procedures and reconciliations, payroll processes, and recording the basic transactions of a sole proprietorship. Prerequisite: None. (40-0-0-80, 4)

4 Quarter Credit Hours

BUS1115 Word Processing/ Presentation Skills

This course addresses advanced word processing functions related to the preparation, revision, and editing of business documents. In addition, this course explores the application of graphics software in business presentations. Students create and edit software presentations for business applications, use proofing tools, incorporate clip-art, charts, drawings, and special effects for building dynamic slide shows. Prerequisite: None. (30-20-0-60, 4)

4 Quarter Credit Hours

BUS1120 Management for Success

Teaches management and the management functions of planning, organizing, leading, and controlling. Focuses on application of management principles to realistic situations managers encounter as they attempt to achieve organizational objectives. Examines the legal, ethical, and social responsibilities of management. May use cases to develop the ability to think and act responsibly. Prerequisite: None. (40-0-0-80, 4)

4 Quarter Credit Hours

BUS1125 Computerized Accounting

Introduction to utilizing the computer in maintaining accounting records, making management decisions, and processing common business applications with primary emphasis on a general ledger software package. Develops further skills in maintaining accounting records, provides in-depth exposure to accounts receivables/accounts payable, payroll, and inventory modules. Prerequisite: None. (30-20-0-60, 4)

4 Quarter Credit Hours

BUS1130 Introduction to Economics

This course will focus on the economic theory of how people, organizations, and governments use their scarce resources to achieve their goals. The course examines management's considerations of scarcity and elasticity in daily operations with a focus on production of goods and services. Prerequisite: None. (40-0-0-80, 4)

4 Quarter Credit Hours

BUS2105 Management Information Systems

This course introduces students to various IT components and the role of information systems that are available in business today. Emphasis is placed on databases and data security, email and knowledge management, e-commerce and communication networks. Prerequisite: None. Prerequisite(s): (IT100 Or IT101 Or INT1108 Or INT1108 Or BUS1108) (40-0-0-80, 4)

4 Quarter Credit Hours

BUS2110 Spreadsheet Skills

This course introduces basic, intermediary, and enhanced spreadsheet skills in the context of business applications and problem solving. Proper design and layout of spreadsheets to effectively communicate data across a variety of business environments will be addressed. Prerequisite: None. Prerequisite(s): (INT1108 Or INT1108 Or IT100) (30-20-0-60, 4)

4 Quarter Credit Hours

BUS2115 Foundations of Business Finance

This course introduces the student to financial markets, institutions, and management. Emphasis is placed on the markets in which funds are traded, the institutions that participate in and aid the flow of funds, and the principles and concepts of financial management that guide the participants in the making of sound decisions. Prerequisite(s): (BUS1110) (40-0-0-80, 4)

4 Quarter Credit Hours

BUS2215 Business Communications

Application of the principles of effective business communication to reach, motivate, and influence corporate audiences are studied. Oral and written applications of these principles are practiced in executive, sales, customer, employee, and shareholder communication. Letters, memoranda, reports, proposals, and presentations are evaluated in this context. Prerequisite(s): (ENG1101) Prerequisite(s): (EN101 Or ENG1101 Or ENG1101) (40-0-0-0, 4)

4 Quarter Credit Hours

BUS2220 Introduction to Human Resources

This course offers a study of human resource functions including, but not limited to, recruitment, selection, placement, compensation, training, developing, evaluation, payroll, workplace safety, and labor relations. Prerequisite: None. (40-0-0-80, 4)

4 Quarter Credit Hours

BUS2225 Introduction to Marketing

4 Quarter Credit Hours

Marketing concepts in the development of the proper promotional mix of product, place, promotion, and price are presented. Includes market research dealing with consumer preference, needs, and desires. Creation of a marketing plan for a business the student aspires to start as an entrepreneur. The class will create a marketing plan as a team for a currently existing business. Prerequisite: None. (40-0-0-80, 4)

BUS2230 Project Management Foundations

4 Quarter Credit Hours

The topics of this course include providing an introduction to project management, project selection, defining the role of a project manager, importance of a project plan, managing scope, project team building, mitigating risk, and creating a project schedule and budget. Prerequisite: None. (40-0-0-80, 4)

BUS2240 Sales Principles

4 Quarter Credit Hours

Salesmanship is a basic course dealing with the fundamentals of trust-based personal selling. Areas specifically studied include understanding the sales industry and selling occupations; promoting self-leadership, building trust, and conducting sales dialogue; prospecting, qualifying, communicating, and relationship building; buyer motivation; creating value; handling resistance; earning commitment; customer concerns; and sales management. Prerequisite: None. (40-0-0-80, 4)

BUS2245 Small Business Management

4 Quarter Credit Hours

Introduces students to entrepreneurial concepts of business management including organizational structure, raising capital, inventory controls, marketing, and navigating legal barriers. The course will focus on the creation of a business plan using modern business concepts and fundamentals. Prerequisite: None. (40-0-0-80, 4)

BUS2250 Business Administration Externship

4 Quarter Credit Hours

This 120-hour externship course provides the business administration student with an opportunity to observe and apply classroom skills in a supervised work environment at school-approved business, industrial, or governmental agency. Includes formal employer evaluations, preceptor evaluation, self-evaluation, and completion of a professional portfolio. The portfolio will illustrate examples of abilities and relevant skills to prospective employers as evidence of career readiness. Prerequisite(s): Final term or permission of Program Director (0-0-120-0, 4)

BUS2260 Business Administration Capstone

4 Quarter Credit Hours

This course provides a culminating experience in the Business Administration program. Students are given the opportunity to demonstrate competency and knowledge they have acquired throughout the program through a final project. Prerequisite(s): Final term or permission of Program Director (0-0-80-0, 4)

BUS3101 Legal Environment of Business

4 Quarter Credit Hours

An informed study of law as it affects business, including the legal environment of business, contract, sales transactions, commercial paper, creditors' rights, and bankruptcy. Prerequisite: None. (40-0-0-0, 4)

BUS3105 Business Organizations

4 Quarter Credit Hours

Integrates business philosophy, marketing, information systems, finance, human resources, production, customer service, inventory management, external environments, and future trends. Prerequisite: None. Prerequisite(s): (BU105 Or BUS1120) (40-0-0-0, 4)

BUS3115 Organizational Behavior

4 Quarter Credit Hours

Delineates effective oversight of management practices and principles, including individual attitudes, behavior, abilities, motivation and group dynamics/teaming, politics, leadership, organizational culture, communication, conflict resolution and consensus building. Prerequisite: None. (40-0-0-0, 4)

BUS3202 Advanced Spreadsheets

4 Quarter Credit Hours

This course is a continuation of BUS2110 with an emphasis on business modeling and advanced spreadsheet functions. Prerequisite(s): (BUS2110) Prerequisite(s): (BUS2110 Or IT102) (40-0-0-0, 4)

BUS3220 Marketing Strategies

4 Quarter Credit Hours

Addresses current marketing strategies, including segmenting, consumer behavior and psychology, economics factors, applicable methodologies, and marketplace operations. Prerequisite(s): (BU120 Or BUS2225) (40-0-0-0, 4)

BUS3250 Management & Supervision

4 Quarter Credit Hours

Applies contemporary management and supervision principles to the development of modern management theories and practices. Prerequisite: BUS1120 Prerequisite(s): (BU105 Or BU205 Or BUS1120 Or BUS2220) (40-0-0-0, 4)

BUS3330 Financial Management

4 Quarter Credit Hours

Compares and contrasts contemporary corporate finance theories and practices, including forecasting, capital budgeting, investment banking, cash flow, asset management, and short/long-term financing. Prerequisite(s): (AC101 Or AC102 Or BUS1102 Or BUS1110) (40-0-0-0, 4)

BUS3380 Principles of Public Policy and Administration

4 Quarter Credit Hours

Examination of the characteristics of the public organization and its impact on society. Analysis of the theories of public administration, personnel issues, budgetary activities, legal dynamics, as well as historical development of the field are included. Prerequisite: BUS1120 (40-0-0-0, 4)

BUS4055 Production and Operations Management

4 Quarter Credit Hours

Examines the functional area of production and operations management as practiced in manufacturing industries and the services sector. Topics includes decisionmaking, project management, facility layout in both manufacturing and services industries, waiting lines, quality control, just-in-time systems, forecasting, aggregate planning, inventory management, materials requirements planning (MRP), and operations scheduling. (40-0-0-0, 4)

BUS4120 Research & Analysis

6 Quarter Credit Hours

Hones business research knowledge and skills, including research design, methodology, processes, sampling, data compilation, analysis, validity, reliability, presentation, and project responsibility/accountability. Requires completion and delivery of a comprehensive research project report. Prerequisite: MTH3305 Prerequisite(s): (MTH1101 Or MTH1101 Or MTH3305 Or MH305) (60-0-0-0, 6)

BUS4150 Global Business

4 Quarter Credit Hours

Explores diverse, global business environments, including diversity, management, and conflict resolution, relevant contemporary theories, global politics, and international law and trade. Prerequisite(s): (BUS1108) (40-0-0-0, 4)

BUS4260 Business Administration Capstone

4 Quarter Credit Hours

This capstone course is designed to provide an opportunity for the Business Administration student to select and research a major business administration issue/problem in an organization of choice. The topic should represent current trends and issues in an area related to business administration or a closely related topic to be approved by the course instructor. This program capstone will require a needs assessment, action plan, and evaluation of the proposed strategy. This capstone course provides the Business Administration student with an opportunity to demonstrate the cumulative knowledge attained in the course of study and formulate a concise plan for direct application in a real world setting. Prerequisite(s): Final term (40-0-0-0, 4)

BUS4301 Leadership

4 Quarter Credit Hours

This course emphasizes real world leadership. Focus is on helping students develop an understanding of leadership theories while acquiring the necessary skills and insights to become effective leaders. Leadership theories and techniques are presented through examples of leadership in action using recent ideas and practices that are pertinent to all types of business, health care, and governmental environments. Experiential exercises, leadership profiles, and numerous special topics such as matching leaders to their roles and leading diversity are presented. Prerequisite:BUS1120 Prerequisite(s): (BU105 Or BUS1120) (40-0-0-0, 4)

BUS4510 Business Policy

4 Quarter Credit Hours

Examines business policy making issues and trends including documentation, ethics and organizational reform. Emphasizes critical thinking skills, independent analysis, goal setting and case studies. Students broaden knowledge and hone critical thinking skills through case studies that require independent analysis of corporate situations and development of policy that steers an organization towards its goals. Prerequisite(s): (BUS1120 Or BU105) (40-0-0-0, 4)

Criminal Justice (CJU)

CJU1100 Introduction to Criminal Justice

In this course students will be given an overview of the criminal justice field. Topics covered include the definition of crime, its nature and impact as well as an overview of the functions and responsibilities of agencies involved in the criminal justice system. These includes, law enforcement, the court systems, the process of prosecuting and defense, trial procedures, corrections, and the juvenile system. Prerequisite: None (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1110 Criminology

This course examines causation, criminal deviation, and processes in criminal justice. Criminal typology and patterns are studied as well as the social, economic, and psychological forces involved in the perpetration of a crime. Prerequisite(s): (CJU1100) (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1120 Introduction to Corrections

This course addresses the structure, principles, organization, administration and operations within jails, prisons, probation, and parole. This will include taking an in-depth look at various correctional programming to help rehabilitate the offender, the history behind the U.S. correctional system, and the juvenile correctional system. Prerequisite(s): (CJU1100) (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1130 Contemporary Issues in Criminal Justice

In this course the students will observe the principle issues in contemporary criminal justices as well as the future predictions. The students will focus on the three components of criminal justice, court, police, and corrections; past, present, and future. The students will also participate in analytical review and discussion at the local, state, federal, and global levels of the Criminal Justice System. Prerequisite(s): (CJU1100) (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1140 Juvenile Justice

This course explores the evolution and development of the juvenile justice system. Juvenile delinquent behavior, theory, cause, and prevention are examined. Biological, psychological, and sociological factors are considered as cases of juvenile crime are viewed from the perspective of the juvenile justice system and its current practices. Prerequisite(s): (CJU1100) (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1150 Introduction to Law Enforcement

This course will study America's history of law enforcement to present day operations. The course covers the creation of law enforcement in America, the evolution of training, the role of law enforcement officials in society, common operating policies and procedures, modern day challenges for law enforcement professionals, organizational components and processes, the administration of justice, and the overall health and well-being of law enforcement professionals. Prerequisite(s): (CJU1100) (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1160 Fundamentals of Criminal Law and Procedures

This comprehensive course, covering both substantive criminal law and criminal procedures, examines crimes against, persons, property, and the public, as well as the law enforcement and justice system proceedings that follow. A specific segment on this topic includes the state's criminal law and procedure statutes. Prerequisite(s): (CJU1100) (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1180 Communication for Criminal Justice Professionals

An introduction to written communication for the criminal justice professional. Students are introduced to the various forms and reports encountered by criminal justice practitioners. Emphasis is placed on sentence and paragraph structure, organization, content, and clarity along with the use of proper spelling and grammar. Note taking, report writing, and preparing search and arrest warrants and warrant affidavits are examined. Prerequisite(s): (CJU1100 And ENG1101) (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1200 Criminal Investigations

This course explores the theory and scope of criminal investigation as well as the duties and responsibilities of the investigator such as developing intelligence, investigations and the law, interview and interrogation, and investigative report writing. Other areas of concentration consist of investigating homicide and wound scenes, sexual assaults, gang crime scenes, robbery and property crimes, computer crimes, and drug crime scenes. The techniques and strategies used in investigation and basic crime scene processing, identifying, collecting, and preserving evidence are also addressed. Prerequisite(s): (CJU1100 And CJU1150 And CJU1180) (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1210 Information Security and Cyber Crime

This course explains the role of the criminal justice professional within information security including an understanding of cybercrime, cyber-victimization, and cyberterrorism as well as forensic investigations and information security risk assessment. Prerequisite(s): (CJU1100 And INT1108) (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1220 Essentials of Security Operations and Loss Prevention

Principles and concepts in physical security, loss control, and crime prevention are studied in this course. Security measures and countermeasures are examined. Students will be introduced to how to conduct a security survey and prepare a written plan pertaining to the results of the survey. Students will learn the State standards for being a security officer and how to maintain the certification. Prerequisite(s): (CJU1100) (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1230 Ethics and Professionalism in Criminal Justice

This course focuses on ethical considerations that criminal justice professionals are likely to encounter in the field, especially off duty behavior, use of force and authority, profiling, corruption, and conflicts of interest. The relationship between personal and public ethics is examined along with critical thinking skills to assist in finding solutions and making decisions. Prerequisite(s): (CJU1100) (40-0-0-80, 4)

4 Quarter Credit Hours

CJU1240 Substance Abuse and Mental Health

4 Quarter Credit Hours

This course will encompass an understanding of the broad categories of mental illness as well as the commonly abused substances both pharmaceutical and street drugs. Theories behind the use of such substances and the causes of mental illness as well as various treatment options for both will be explored. Finally, the class will address the challenge of working with on offender who has a dual diagnosis. Prerequisite(s): (CJU1100) (40-0-0-80, 4)

CJU1255 Externship

4 Quarter Credit Hours

This course will provide the student with a 90-hour externship within the Criminal Justice field. The student will conduct their externship at an organization pertaining to their interest within the criminal justice system. There will also be a lecture component which will provide the student an opportunity to discuss their experience at the extern site. The student's externship hours could include day, evening and weekend hours. Prerequisite: Final Term or Permission of Program Director. Prerequisite(s): Final term or permission of Program Director (10-0-90-20, 4)

CJU1257 Criminal Justice Capstone

4 Quarter Credit Hours

This course provides a culminating experience in the Criminal Justice program. Students are given the opportunity to demonstrate competency and knowledge they have acquired throughout the program. It is imperative to stress the basic principles included within the three main components of the criminal justice system, which include policing, courts and corrections. Focus will also include covering various career opportunities. Prerequisite(s): Final term or permission of Program Director (40-0-0-80, 4)

CJU1260 Terrorism and Homeland Security

4 Quarter Credit Hours

This course provides students with a comprehensive look at the issues surrounding terrorism and the impact it has on Homeland Security. Students will explore the origins, motivations, tactics, and financing of various domestic and international terrorism agents. Students will further analyze the role terrorism plays on international policy, Homeland Security, and domestic policy. Prerequisite(s): (CJU1100) (40-0-0-80, 4)

Communications (COM)

COM1101 Interpersonal Communications **

The principles of effective verbal and non-verbal communication are the focus of this course. Students are given the opportunity to learn and apply communication techniques based on content, context, and audience. Prerequisite: None. (40-0-0-80, 4)

4 Quarter Credit Hours

General Education (CRT)

CRT1000 Critical Thinking

4 Quarter Credit Hours

The course examines the process of becoming a critical thinker. Students will learn why people do and do not develop critical thinking skills, what factors facilitate and inhibit that outcome, how to deal with challenges in everyday life, and what is required to permanently function as a critical thinker. (40-0-0-0, 4)

Dental (DAS)

DAS106 Introduction to Dentistry

This introductory course in dental assisting provides a preview of the dental practice, including specialties, as well as the history of dentistry. This course will identify the role of the dental assistant, professionalism and interpersonal skills relating to patient care. This course includes an overview of legal responsibilities, professional liability, licensing, confidentiality, and HIPAA as they pertain to dentistry. (40-0-0-0, 4)

4 Quarter Credit Hours

DAS110 Dental Infection Control

This course covers the basic concepts of microbiology and their relationship to infection control and hazardous waste management. Topics include procedures for decontamination and sterilization processes. Emphasis is placed on regulatory compliance agencies, including OSHA, CDC, and ADA. Prerequisite(s): (DAS106 And DAS113) (20-40-0-0, 4)

4 Quarter Credit Hours

DAS113 Dental Science & Terminology

This course presents basic dental terminology as well as the oral facial anatomy with focus on the structures of the head, neck, and oral cavity. Tooth embryology and morphology, head and neck anatomy, and histology are included. (40-0-0-0, 4)

4 Quarter Credit Hours

DAS126 Dental Pharmacology & Emergencies

The topics for this course include commonly administered drugs in dentistry, their uses, side effects, and interactions. Students will also receive training in CPR, AED (automated external defibrillator) and first aid needed to receive CPR and First Aid certifications. Prerequisite(s): (DAS106 And DAS113) (20-40-0-40, 4)

4 Quarter Credit Hours

DAS130 Dental Materials I

This course informs about the structure, properties, and procedures related to materials commonly used in the dental office. These include impression materials, cements, waxes, restorative materials and resins. Prerequisite(s): (DAS110 And DAS126) (20-40-0-40, 4)

4 Quarter Credit Hours

DAS131 Dental Materials II

Manipulation, storage/inventory control and procedures related to materials commonly used in the dental office are addressed in this course. Additional topics include the uses, types, and applications for gypsum products, impression materials, waxes, cements, restorative materials, resins, and whitening trays. Emphasis is placed on the proper handling and manipulation of the materials while observing safety and universal precautions. Prerequisite(s): (DAS130) (20-40-0-40, 4)

4 Quarter Credit Hours

DAS203 Chair-side Dental Assisting I

This course presents an overview of various procedures in the practice of general dentistry. Topics include taking oral histories, dental charting, patient and room preparation, instrumentation and tray set-ups. This course will also introduce the basic principles of nutrition, the prevention of dental diseases, fluoridation, nutritional counseling, and oral hygiene instructions for the dental patient. Prerequisite(s): (DAS110 And DAS126) (20-40-0-0, 4)

4 Quarter Credit Hours

DAS204 Chair-side Dental Assisting II

This course is designed to further develop the knowledge and skills acquired in other courses as well as prepare the student for the clinical practicum. Topics include the four-handed approach to dental practice, common treatment procedures, basic expanded functions and dental specialties. Prerequisite(s): (DAS203) (20-40-0-40, 4)

4 Quarter Credit Hours

DAS211 Dental Radiology

This course presents the principles and procedures of radiology as they relate to the practice of dentistry. Applied experience includes exposing, processing, and evaluating radiographs. Prerequisite(s): (DAS203) (20-40-0-0, 4)

4 Quarter Credit Hours

DAS221 Dental Office Procedures

In this course, topics will include telecommunication, data collection, work systems, mailing processes, financial record keeping, records management, and scheduling in a dental office. Prerequisite(s): (DAS113 And OT101) (40-0-0-0, 4)

4 Quarter Credit Hours

DAS223 Computerized Dental Systems

Administrative aspects of the dental practice are presented in this course. These will include office procedures used in dental offices, such as building databases, schedule appointments, entering patient information, entering charges and payments to patient accounts, and printing insurance forms and financial reports. Prerequisite(s): (DAS221) (30-20-0-0, 4)

4 Quarter Credit Hours

DAS226 Dental Review

This course focuses on preparation for the CDA exam. Students are also given the opportunity to review and practice of any lab procedure. (30-20-0-0, 4)

4 Quarter Credit Hours

DAS246 Dental Practicum I

This course allows students to obtain practical skill and experience under the supervision of a dentist (specialist) in an office, clinic, hospital or related dental facility. Prerequisite(s): (DAS211) (0-0-120-0, 4)

4 Quarter Credit Hours

DAS251 Dental Practicum II

This course allows students to obtain continued practical skill and experience under the supervision of a dentist (specialist) in an office, clinic, hospital or related dental facility. Prerequisite(s): (DAS211) (0-0-120-0, 4)

4 Quarter Credit Hours

DAS256 Dental Practicum III

4 Quarter Credit Hours

This course allows students to complete their practicum based experience in a professional environment, as well as the completion of a professional portfolio.
Prerequisite(s): (DAS211) (10-0-90-0, 4)

English (ENG)

ENG1101 English Composition I **

In this course, students learn about the context of writing and are given the opportunity to practice their personal writing skills. Elements of this course include awareness of audience, understanding of the writing process and elements of grammar and style, and critical reading and document writing. Overall, students are expected to learn about writing and its function within practical contexts. (40-0-0-80, 4)

4 Quarter Credit Hours

ENG1102 English Composition II

In this course, students learn about the academic context of writing and are given the opportunity to strengthen their writing skills. Elements of this course include awareness of audience, understanding of the writing process and elements of grammar and style, and critical reading and research writing. Overall, students are expected to learn about critical reading and writing in an academic context. Prerequisite(s): (ENG1101 Or ENG1101) (40-0-0-80, 4)

4 Quarter Credit Hours

ENG3115 Report Writing

This course is designed to integrate writing and research skills into report writing. Students will gain experience in the usage of information dissemination skills, including but not limited to, composition, research documentation, purpose and audience factors. Prerequisite(s): (EN102 Or ENG1102) (40-0-0-0, 4)

4 Quarter Credit Hours

General Studies (GS)

GS115 World Geography

The modern world's regional and cultural realms are studied in geographical perspective. Particular characteristics of landscape, climate, history, culture, and economic development are emphasized. (40-0-0-80, 4)

4 Quarter Credit Hours

GS130 United States Government

A survey course in the construction and operation of the United States government from the framers of the Constitution to present day politics. Topics include the Constitution; the Bill of Rights; the Legislative, Judicial, and Executive branches of the government; the Presidency; the Political System, and national policy. (40-0-0-80, 4)

4 Quarter Credit Hours

GS145 Appreciation of the Arts ** [H/FA]

A survey course on the impact of the arts upon the quality and character of human life. Students examine topics such as painting, sculpture, photography, architecture, literature, music, theatre, film, and dance as major contributions to the cultures of civilization. (40-0-0-80, 4)

4 Quarter Credit Hours

GS150 Conversational Spanish

This course provides the student with the opportunity to acquire and develop conversational knowledge and skills in the Spanish language. Students are acquainted with basic vocabulary and grammar, with emphasis on understanding and speaking on a conversational level. Drill and practiced dialogues are an integral part of this course. This course is taught in English and is not open to students already fluent in the Spanish language. (40-0-0-80, 4)

4 Quarter Credit Hours

GS175 Physical Science Survey

An introductory survey of the field of physical science. Topics include energy, sound and light, electricity, magnetism, nuclear phenomena, friction, force, and simple machines. (40-0-0-80, 4)

4 Quarter Credit Hours

GS230 Introduction to Economics

This course examines the free enterprise system of the United States, the operation of the Federal Reserve, and the World Economy as it covers personal finance, banking, and the stock market. Macroeconomics and microeconomics concepts are introduced. (40-0-0-80, 4)

4 Quarter Credit Hours

GS235 Critical Thinking [S/BS]

This course develops and improves critical thinking skills by concentrating on four principles: perceiving, valuating, making decisions, and taking action. Reasoning and developing the intellectual capacity to analyze, synthesize, and defend substantiated responses, both oral and written, are explored. (40-0-0-80, 4)

4 Quarter Credit Hours

GS240 Introduction to Literature ** [H/FA]

This course focuses on three literary genres of fiction, poetry, and drama and develops the ability to read, interpret, and criticize literature. Through analysis of character, conflict, setting, and language, students identify the means used by authors to communicate. (40-0-0-80, 4)

4 Quarter Credit Hours

GS250 Ethics

Ethics is the study of moral reasoning and judgment. This course examines the major theories of ethics and discusses the importance of individual and social morality in contemporary society. (40-0-0-80, 4)

4 Quarter Credit Hours

GS275 Environmental Survey

Environmental issues such as atmospheric and water pollution, global warming, over-harvesting of resources, loss of biodiversity, and world population are examined in ecological and ethical perspectives. (40-0-0-80, 4)

4 Quarter Credit Hours

GS280 Introduction to Microbiology ** [NS/M]

A survey of topics in microbiology as they relate to the care of patients and protection against infectious disease. They include classification of organisms, parasitology, biotechnology, and infection control. (40-0-0-80, 4)

4 Quarter Credit Hours

GS285 Microbiology

A survey of topics in microbiology as they relate to the care of patients and protection against infectious disease. They include classification of organisms, parasitology, biotechnology, and infection control. (30-20-0-70, 4)

4 Quarter Credit Hours

Healthcare (HCI)

HCI1000 Medical Terminology for Healthcare Management

The language of medicine is studied through the investigation of the structure and formation of medical terms, including roots, suffixes, and combining forms. Emphasis is centered on defining and spelling anatomic structures, disease terminology, surgical and diagnostic procedures, and descriptive terms in the work analysis. (40-0-0-0, 4)

4 Quarter Credit Hours

HCI1650 Healthcare Systems

This course includes an in-depth study of the health information management profession, opportunities and career options in health information, healthcare delivery systems, healthcare reimbursement overview, and accreditation and certification applicable to health records, including paper/hybrid/EHR formats, and storage of health information. Prerequisite: None Prerequisite(s): (HCI1000 And MBC1324) (40-0-0-80, 4)

4 Quarter Credit Hours

HCI1700 Statistics in Healthcare

This course examines selected concepts needed to develop sound judgment about data analysis and appropriate use of statistics. The course prepares students to interpret and critically analyze the results of healthcare research. General principles of healthcare statistics with an emphasis on hospital statistics will be presented. The course includes skill development in computation and calculation of health data. Prerequisite: None (40-0-0-80, 4)

4 Quarter Credit Hours

HCI1900 Quality Assurance in Healthcare

This course presents the history and development of quality assurance in various healthcare facilities. This includes quality assessment techniques, utilization management, risk management, credentialing, and medical staff services as related to health information management. It also provides an overview of healthcare quality, methods of assessing quality and techniques for improving quality and safety. Prerequisite: None Prerequisite(s): (HCI1700) (0-0-0-0, 4)

4 Quarter Credit Hours

HCI2157 Multicultural Healthcare

This course allows student to examine the opportunities and challenges healthcare workers face in any cultural community. The course focuses on differences in cultural beliefs about health and illness, models of cross-cultural health and communications and way to implement health promotion programs and program evaluation across cultures. (40-0-0-0, 4)

4 Quarter Credit Hours

HCI3310 Ethical Principles in Healthcare

This course focuses on the application of ethics to the critical issues faced by healthcare administrators. It provides a foundation in theory and principles and allows students to apply ethics to areas of change, regulation, technology and fiscal responsibility in healthcare. Prerequisite(s): (HCI1650) (40-0-0-0, 4)

4 Quarter Credit Hours

HCI3315 Healthcare Organization and Administration

This course emphasizes administrative, management, and supervisory skills. Students will develop the ability to organize, design, evaluate, and implement new Healthcare programs. Students investigate critical issues in the management of Healthcare organizations from the perspective of managers. (40-0-0-0, 4)

4 Quarter Credit Hours

HCI3320 Healthcare Planning and Evaluation

This course examines strategic planning processes and issues with an emphasis on environmental scanning, competitive analysis, strategic decisionmaking, implementation, and evaluation in institutional settings. Additional topics include ethical concerns in plan development and implementation, addressing global differences, and managing the dual tracks of strategic and operational planning. (40-0-0-0, 4)

4 Quarter Credit Hours

HCI3330 Healthcare Finance

This course discusses the theory and practice of Healthcare finance. Topics include: for-profit, not-for-profit health related organizations, capital budgeting, operational budgeting, cash flow, and reimbursement systems. Prerequisite: BUS1110 and BUS1102. Prerequisite(s): (AC101 Or AC102 Or BUS1110 Or BUS1102) (40-0-0-0, 4)

4 Quarter Credit Hours

HCI3370 Human Resource Management in Healthcare

Deals with human resource issues in the healthcare organization. Particular attention is directed to the dynamics of contemporary human relations' issues in the healthcare organization. The relationship between the administrative or bureaucratic structure (with its communication protocol and policy guidelines) and the professional structure of the hospital (with its physicians, nurses, and allied professions) is studied in detail. Prerequisite: BUS3250 (40-0-0-0, 4)

4 Quarter Credit Hours

HCI4004 Healthcare Economics

Course Description This courses examines the public health care system from an economic theory perspective. Students will explore the importance of health economics and it relevance to health policy issues, and focus on descriptive, explanatory and evaluative economics. Prerequisite(s): (HUM3330 And HUM3335) (40-0-0-0, 4)

4 Quarter Credit Hours

HCI4410 Healthcare Law and Legislation

This course focuses on legal and legislative issues regulating healthcare industry activities. Topics include patients' rights, access to care, patient/client consent, confidentiality, negligence and malpractice, licensure, and legal obligations of healthcare personnel. Issues under consideration for legislative reform and the process required to execute and pass Congressional bills and laws are discussed. (40-0-0-0, 4)

4 Quarter Credit Hours

HCI4430 Managed Care and Insurance

tion Students will acquire a working knowledge of the managed care concept as it relates to the health care industry and the health insurance industry. Upon completion of the course, students will be able to apply the various concepts of managed care to their work environment and evaluate the performance and outcomes of various health care organizations. (40-0-0-0, 4)

4 Quarter Credit Hours

HCI4450 Healthcare Policy

4 Quarter Credit Hours

This course surveys policy matters facing healthcare personnel. Topics include developing and writing policies, issues and trends, and health care reform. Students sharpen knowledge, attitudes, and skills through case studies that require independent analysis of a situation in the healthcare industry and development of policy that will guide in achievement of an organization's goals. (40-0-0-0, 4)

HCI4455 Allied Health Management Capstone

6 Quarter Credit Hours

This capstone course is designed to provide an opportunity for the Allied Health Management student to select and research a major allied health management issue/problem in an organization of choice. The topic should represent current trends and issues in an area related to allied health management or a closely related topic to be approved by the course instructor. This program capstone will require a needs assessment, action plan, and evaluation of the proposed strategy. This capstone course provides the Allied Health Management student with an opportunity to demonstrate the cumulative knowledge attained in the course of study and formulate a concise plan for direct application in a real world setting. Prerequisite(s): Final term . (60-0-0-0, 6)

General Education (HUM)

HUM2130 United States Government

A survey course in the construction and operation of the United States government from the framers of the Constitution to present day politics. Topics include the Constitution; the Bill of Rights; the Legislative, Judicial, and Executive branches of the government; the Presidency; the Political System, and national policy. (40-0-0-0, 4)

4 Quarter Credit Hours

HUM3110 20th Century World History

A survey course of the major and prevalent themes in world history during the 20TH Century. Students examine worldwide events that affected the social and cultural development of the Western and non-Western nations. (40-0-0-0, 4)

4 Quarter Credit Hours

HUM3330 Principles of Macroeconomics

Analyzes issues affecting an entire national economy, including inflation, national income, employment, interest rates, and the impact of monetary and fiscal policy on economic growth. (40-0-0-0, 4)

4 Quarter Credit Hours

HUM3335 Principles of Microeconomics

Analyzes individual firms' price and output determination, including impacts on workers, consumers, markets and resource allocation. (40-0-0-0, 4)

4 Quarter Credit Hours

HUM3501 Ethics

Ethics is the study of moral reasoning and judgment. This course examines the major theories of ethics and discusses the importance of individual and social morality in contemporary society. (40-0-0-0, 4)

4 Quarter Credit Hours

Information Technology (INT)

INT108 Practical Computer Applications

This course introduces practical computer skills and general administrative skills required to utilize the computer as a tool in an office or clinical environment. Students will be given the opportunity to gain confidence in the use of the internet, email functions, productivity software, organizational tools, and associated computer hardware. The course will utilize a number of projects to reinforce the functionality and flexibility of the computer. (30-20-0-0, 4)

4 Quarter Credit Hours

INT1106 Technical Writing/Project Planning

This course prepares students to effectively manage all phases of an IT project. Students will learn the project management framework of initiation, planning, execution, control, and formal closing. Students will focus on practical tools and techniques, as well as discover strategies to ensure project success. This course also teaches students to develop technical and end-user documentation for technology in the enterprise. Prerequisite: None. (40-0-0-80, 4)

4 Quarter Credit Hours

INT1108 Practical Computer Applications

This course provides practical computer and general administrative skills required to utilize the computer as a tool in an office or clinical environment. Students will gain confidence in the use of the internet, productivity software, and associated computer hardware and software. The course will utilize several projects to reinforce the functionality and flexibility of the computer. Prerequisite: None. (30-20-0-60, 4)

4 Quarter Credit Hours

INT1109 Application and Database Concepts

This course covers introductory concepts underlying the design and implementation of databases and database applications. A hands-on approach will give students an opportunity to create and work with a database application, implement concepts such as database design, query processing, and reporting. Prerequisite: None. (20-40-0-40, 4)

4 Quarter Credit Hours

INT1110 PC Hardware and Software

A course to develop technical skills related to PC Maintenance and Support. Topics include the anatomy of a PC and its components, installation, PC troubleshooting, networking (devices, media, wireless) and implementation, printers and printer support, and customer service and interaction. This course helps prepare students with the necessary knowledge and skills to take the CompTIA A+ Certification Exam (Essentials). Prerequisite: None. (20-40-0-40, 4)

4 Quarter Credit Hours

INT1111 PC Operating Systems

A course to develop technical skills related to PC and Mobile device Software, Maintenance, Support, and Troubleshooting. Topics include installing, configuring and maintaining Operating Systems on devices, the basics of networking and security/forensics, properly and safely diagnosing, resolving and documenting common hardware and software issues while applying troubleshooting skills. Students will also understand the basics of virtualization, desktop imaging, and deployment, as well as how to provide appropriate customer service, support, and interaction. This course helps prepare students with the necessary knowledge and skills to take the CompTIA A+ Certification Exam (Practical). Prerequisite: None. (20-40-0-40, 4)

4 Quarter Credit Hours

INT1112 Certification Preparation

This course reviews the overall competencies and objectives related to the CompTIA A+ Certification. Prerequisite(s): (INT1110 And INT1111) (40-0-0-80, 4)

4 Quarter Credit Hours

INT1116 Networking Concepts I

This course helps students develop technical skills in networking administration and support. Topics include networking hardware; media and topologies; protocols and standards; IP addressing, ports, and transmission methods as it relates to networking infrastructures. The course introduces wireless technologies; how to install and configure various network devices; and troubleshoot common connectivity problems. This course covers knowledge and skills required to take the CompTIA Network + Certification Exam. Prerequisite(s): (INT1110 And INT1111) (20-40-0-40, 4)

4 Quarter Credit Hours

INT1117 Networking Concepts II

This course further develops technical skills in networking administration and support for students. Topics include encryption and authentication; network security measures and devices; monitoring and managing network availability, redundancy, and performance; unified communications; network segmentation and virtualization; and WAN technologies. The course introduces Enterprise networking practices such as inventory and asset management; physical security controls; incident response plans; change management procedures; and disaster recovery. This course knowledge and skills required to take the CompTIA Network + Certification Exam. Prerequisite(s): (INT1116) (20-40-0-40, 4)

4 Quarter Credit Hours

INT1120 Customer Service and Help Desk Concepts

This course prepares students to be effective written and verbal communicators in an IT organization. Students will learn effective customer service skills, how to prepare help desk tickets and technical documentation, and to service technical devices in an enterprise-wide Help Desk organization. Prerequisite: None. (20-40-0-40, 4)

4 Quarter Credit Hours

INT1130 Desktop Configuration

This course helps students develop technical skills in Operating System installation, upgrade, migration, deployment, administration, and maintenance. Prerequisite(s): (INT1110 And INT1111) (20-40-0-40, 4)

4 Quarter Credit Hours

INT1131 Desktop Support

This course prepares students to troubleshoot a desktop operating system in any network environment. Emphasis is placed on end-user support and troubleshooting operating system functions such as hardware, software, printer, and network issues. Prerequisite: None. (20-40-0-40, 4)

4 Quarter Credit Hours

INT1151 Certification Review

This course reviews the overall competencies and objectives related to the CompTIA Network+ Certification Exam. Prerequisite(s): (INT1116 And INT1117) (40-0-0-80, 4)

4 Quarter Credit Hours

INT2110 Server Administration I

This course introduces students to a server environment and provides them with the knowledge and skills necessary to administer and support a server in an enterprise organization. (20-40-0-40, 4)

4 Quarter Credit Hours**INT2220 Server Administration II**

This course continues the exploration of the server environment in an enterprise organization. This course provides students with the knowledge and skills to implement advanced configurations, various server roles, and server environments within the same IT infrastructure. Prerequisite(s): (INT2110) (20-40-0-40, 4)

4 Quarter Credit Hours**INT2240 Security Concepts**

This course provides students with the knowledge and skills to secure systems and network infrastructure. Topics include basic security concepts; risk assessment; hardening practices; virtualization techniques; implementing and maintaining a secure network; cryptography basics; and security policies, procedures, and management. Prerequisite(s): (INT1116) (20-40-0-40, 4)

4 Quarter Credit Hours**INT2250 Externship I/Seminar**

This 80 hour course provides the advanced student with an opportunity to observe and assist in a realistic supervised working environment at school-approved business, industrial, or governmental agencies. Includes seminar hours for coordination and evaluation of the externship experience as well as completion of the professional portfolio. In addition, students will participate in a one hour per week seminar that will help them prepare for their career. Prerequisite(s): (INT2220) Or Final term or permission of Program Director (20-0-60-40, 4)

4 Quarter Credit Hours**INT2255 Externship II/Seminar**

This 100 hour course provides students with the opportunity to develop a deeper understanding of computer network design and implementation. The course explores the key concepts in network systems administration and IT project management including system requirements, cost, time, scope, quality, communications, resources, and risk management. To emphasize the course concepts, students will complete projects related to a specialization topic assigned by their project advisor. This course is part of the core requirements of the IT Support program. In addition, students will continue to participate in their externship experience. Prerequisite(s): (INT2250) And Final term or permission of Program Director (10-0-90-20, 4)

4 Quarter Credit Hours**INT2260 IT Support Specialist Capstone I**

This course provides students with the opportunity to develop a deeper understanding of current or emerging technologies. Students will begin the process of designing a Capstone Project related to a specialized topic. The Capstone Project is a two-term process in which students pursue independent research on a technology of their choice, approved by their instructor. Prerequisite(s): Final term or permission of Program Director (40-0-0-80, 4)

4 Quarter Credit Hours**INT2265 IT Support Specialist Capstone II**

Students will continue to participate in their Capstone experience culminating in a completed Project that reflects the collected knowledge, skills, and techniques acquired in the program of study. Prerequisite(s): (INT2260) Or Final term or permission of Program Director (40-0-0-80, 4)

4 Quarter Credit Hours

Medical (MAA)

MAA1410 Clinical Foundations

This competency-based course focuses on the clinical medical assisting skills required to prepare the patient for examination and to assist the physician during patient examination and treatment. Infection control and safety and AIDS-related precautions are stressed. Prerequisite(s): (AHS1100 And AHS1200 And AHS1300) (30-20-0-60, 4)

4 Quarter Credit Hours

MAA1500 Clinical Specialties

This competency based course teaches the skills necessary to perform selected diagnostic procedures used in general medicine and specialty physician offices to include assisting with surgical procedures, specialty examination, medication administration, allergy testing, electrocardiography, respiratory testing, wound care, catheterization assisting patients prepare for diagnostic imaging studies. Risk management, HIPAA, infection control, safety and blood borne pathogen precautions are stressed. Prerequisite(s): (AHS1100 And AHS1200 And AHS1300 And MAA1410) (30-20-0-60, 4)

4 Quarter Credit Hours

MAA1600 Clinical Laboratory

This competency based course teaches the skills necessary for the performance of selected laboratory procedures. Students will learn phlebotomy techniques, capillary sticks, microscopic examination skills, gram staining procedures, urinalysis testing, and various laboratory-testing procedures performed in the physician's office. Students will practice how to obtain samples for testing and how to follow up patient test results. Risk management, quality control, HIPAA, infection control, safety, and AIDS-related precautions are stressed. Prerequisite(s): (AHS1100 And AHS1200 And AHS1300 And MAA1410 And MAA1500) (30-20-0-60, 4)

4 Quarter Credit Hours

MAA1700 Extern and Medical Review

The course provides students with the opportunity to practice administrative and clinical skills in a suitable physician's office or ambulatory health care facility under the supervision of the practicum coordinator and site preceptor. Preparation for and review of information on the national certification exam. Prerequisite(s): Final term or permission of Program Director (20-0-180-40, 8)

8 Quarter Credit Hours

MBC1324 Health Information Systems and Technology

This course provides an in-depth study of the content, storage, retrieval, control, and retention of health information systems. Information regarding hardware and software components of computers for medical record applications is discussed. Students will explore methods of controlling accuracy and security of data in computer systems, records linkage, and data sharing concepts. Prerequisite(s): (AHS1108 Or INT1108 Or INT1108) (30-20-0-60, 4)

4 Quarter Credit Hours

MBC1324 Health Information Systems and Technology

This course provides an in-depth study of the content, storage, retrieval, control, and retention of health information systems. Information regarding hardware and software components of computers for medical record applications is discussed. Students will explore methods of controlling accuracy and security of data in computer systems, records linkage, and data sharing concepts. Prerequisite(s): (INT1108 Or INT1108) (30-20-0-60, 4)

4 Quarter Credit Hours

MBC1500 Intermediate Coding

This course provides an in-depth study of coding and guidelines with emphasis on physician billing and regulatory requirements. Students will apply correct coding systems and nomenclatures using health records, case studies, and federal regulations regarding methods of reimbursement. Ethical decision making will also be covered. Prerequisite(s): (AHS1650) (30-20-0-60, 4)

4 Quarter Credit Hours

MBC2160 Advanced Medical Coding

This course provides an advanced study of coding and guidelines. Students will assign CPT, ICD-10-CM, and Level II (HCPCS) diagnostic and procedural codes. Prerequisite(s): (MBC1500) (30-20-0-60, 4)

4 Quarter Credit Hours

MBC2300 Registries and Statistics

This course explains the use of indexes, registers, and registries maintained by health care facilities and state and federal agencies. Students will learn how statistics are computed within the Health Information Management (HIM) departments in terms of unit cost, productivity, and staffing levels. They will be able to explain how these statistics are utilized in the creation of the department budget. Prerequisite(s): (INT1108) (40-0-0-80, 4)

4 Quarter Credit Hours

MBC2360 Externship

Students will be assigned to a suitable facility focusing on the application of basic coding and classification system guidelines and application of health information system theory under the supervision of the externship coordinator and site. Student will be required to participate in class discussions. Prerequisite(s): Final term or permission of Program Director (20-0-180-40, 8)

8 Quarter Credit Hours

MBC2361 Capstone

The Capstone course is an opportunity for students to demonstrate that they have achieved the goals and objectives for the Medical Billing and Coding (MBC) or Electronic Health Records (EHR) Program. Students will demonstrate their knowledge and skills by completing a major project or engaging in a research project. Prerequisite(s): Final term or permission of Program Director (0-0-0-0, 8)

8 Quarter Credit Hours

MBC2500 Coding Certification Preparation

The goal of this course is to help prepare students to take the coding licensure examination. It includes a review of concepts such as: applying coding guidelines, analyzing health records, validating Diagnosis Related Groups (DRGs), applying reimbursement methodologies, and complying with ethical standards. In addition, the course will also cover test taking skills and strategies and applying these strategies to entry-level professional licensing examinations. As a part of the course, the student will schedule to sit for the appropriate examination. Prerequisite(s): (MBC2160) (40-0-0-80, 4)

4 Quarter Credit Hours

Mathematics (MH)

MH205 College Algebra

This course examines real numbers, variables, linear equations and inequalities, exponents, polynomials, order of operations, and word problems. Focus of these topics is the development of problem solving skills and critical thinking. Prerequisite(s): (MH101) (40-0-0-80, 4)

4 Quarter Credit Hours

MTH1101 College Mathematics **

The topics of this course cover the practical use of math through the number system, integers, algebraic expressions, graphs and data, and basic geometric principles. (40-0-0-80, 4)

4 Quarter Credit Hours

MTH3305 Statistics

Descriptive statistics, elements of probability theory, and basic ideas of statistical inference are introduced. Topics include frequency distributions, measures of central tendency and dispersion, commonly occurring distributions (binomial, normal, etc.), estimation, testing of hypotheses, and correlation and regression. Prerequisite(s): (MTH1101) (40-0-0-0, 4)

4 Quarter Credit Hours

Office Technology (OT)

OT101 Document Processing I

An introduction to the keyboard and proper touch typing techniques for business, personal use, or computer input. Students learn the alphanumeric keyboard, proper keying techniques, formatting of basic business and personal documents, and proofreading skills. Students work to achieve 25 to 35 net words per minute in a three-minute timed writing with three or less errors. (30-20-0-60, 4)

4 Quarter Credit Hours

Psychology (PSY)

PSY1101 Organizational Dynamics

This course introduces students to concepts that cover the interaction between individuals and groups. Topics focus on behavior, relationships, and influence in such common groups as family and workplace organizations. Emphasis is placed on personal analysis of motivators, taking charge of needs fulfillment, and planning for change. Prerequisite: None. (40-0-0-80, 4)

4 Quarter Credit Hours

PSY1103 Introduction to Psychology **

This course examines the scientific study of human behavior. Emphasis is on the historical standpoint, theoretical concepts, and empirical research that are used to describe and understand behavior from biological, cognitive, affective, and social perspectives. Prerequisite: None. (40-0-0-80, 4)

4 Quarter Credit Hours

Science (SCI)

SCI1101 Environmental Science **

4 Quarter Credit Hours

This course provides students with an overview of the basic principles of environmental science. Topics discussed may include various ecosystems, the impact of human population growth, pollution, energy consumption and fossil fuels, as well as policies and legislation intended to protect the environment. Prerequisite: None.
(40-0-0-80, 4)

Sociology (SOC)

SOC1103 Introduction to Sociology **

4 Quarter Credit Hours

This course provides an overview of the study of society. Topics include socialization; culture; social structure; social institutions, including family, religion, politics, and laws; social stratification; diversity; and deviance. Prerequisite: None. (40-0-0-80, 4)

Surgical Technology (SUR)

SUR1113 Pharmacology and Anesthesiology

The identification of drugs used in the perioperative setting, their sources, classifications, routes, methods of use, side effects and interactions will be emphasized. Terminology, abbreviations, and calculations relating to pharmaceuticals will be introduced. Skills will be acquired in preparation and management of medications used for the surgical patient. Laws, regulations, scope of practice, and the ethical standards necessary for the administration and dispensing of drugs in the perioperative setting is explained and demonstrated. Topics covered in Anesthesia concepts include methods, agents, and techniques. The application of knowledge of homeostasis includes explanations of anesthesia monitoring devices, preparation, complications, and interventions. Prerequisite(s): (MTH1101) (30-20-0-60, 4)

4 Quarter Credit Hours

SUR1114 Pathophysiology

This course provides a general overview of the disease process and the mechanisms by which the human body copes with disease. It provides the learner with an understanding of the essential concepts of various diseases affecting each body system and the mechanisms, progression and treatments for those diseases. The process of hemodynamic disorders, inflammation, and infection are included to provide an understanding of the relationship of all disorders as they relate to surgical intervention. (40-0-0-80, 4)

4 Quarter Credit Hours

SUR1115 Surgical Orientation

This introductory course provides an orientation for students to the history of surgical technology, the surgical team members, hospital management, and the physical aspects of the operating room. Basic patient care concepts and issues concerning ethical, moral, and legal responsibilities are addressed. Classroom instruction and field trips to affiliate hospital facilities introduce students to the surgical technology field. (40-0-0-80, 4)

4 Quarter Credit Hours

SUR1116 Surgical Principles

Students are introduced to disinfection, decontamination, and sterilization standards and practices in the operating room setting. Basic patient care, aseptic technique, preoperative routines such as transporting, transferring, and positioning the patient, instrumentation, surgical preparation, draping, urinary catheterization and other surgical support measures related to the care of the surgical patient are the primary topics of this course. Emphasis is placed on applying the principles of aseptic techniques, environmental hazards, and infection control in the surgical field. Successful placement into this course determines the student cohort for reporting purposes. Prerequisite(s): (SUR1115) (30-20-0-60, 4)

4 Quarter Credit Hours

SUR1117 Surgical Techniques

This course is structured to enhance the students' knowledge of anesthesia and surgical pharmacology and the concepts pertaining to patient care, medications, anesthetics, drug calculations and the legal policies and responsibilities they entail. Surgical technique incorporates preoperative, intraoperative, and postoperative case planning/implementation which includes sutures, suturing devices, counts, wounds with regard to drains and dressings, tissue handling, and the care of specimens. Prerequisite(s): (SUR1116) (30-20-0-50, 4)

4 Quarter Credit Hours

SUR1230 Minor Surgical Procedures

Students integrate acquired knowledge and skills with the basic surgical and diagnostic procedures in an operating room suite. This course is designed to further enhance the student's knowledge of minor surgical and diagnostic procedures in an operating room suite while involving students in clinical simulations. Prerequisite(s): (SUR1117) (30-20-0-60, 4)

4 Quarter Credit Hours

SUR1231 Major Surgical Procedures

Students integrate acquired knowledge and skills with the major surgical procedures in an operating room suite. This course is designed to further enhance the student's knowledge of complex surgical procedures in an operating room suite while involving students in clinical simulations. Prerequisite(s): (SUR1230) (30-20-0-60, 4)

4 Quarter Credit Hours

SUR1240 Surgical Review

This course assists the student in preparing for the Surgical Technology Certification Examination. Material covered in the surgical technology program is reviewed along with sample questions comparable to those asked on the certification exam. Prerequisite(s): (SUR1231) (40-80-0-0, 4)

4 Quarter Credit Hours

SUR1245 Surgical Clinical Practicum I

The student has the opportunity to demonstrate a working knowledge of the skills required of a surgical technologist to function during minor cases under the supervision of a preceptor in the scrub role in a state-approved health care facility. The student receives no remuneration during this practicum experience. Prerequisite(s): (SUR1231) (10-0-210-0, 8)

8 Quarter Credit Hours

SUR1246 Surgical Clinical Practicum II

The student has the opportunity to demonstrate a working knowledge of the skills required of a surgical technologist to function during major cases under the supervision of a preceptor in the scrub role in a state-approved health care facility. The student receives no remuneration during this practicum experience. Prerequisite(s): (SUR1231) (10-0-210-0, 8)

8 Quarter Credit Hours

Organization, Faculty & Staff

Organization

Miller-Motte College is an independent, co-educational, postsecondary institution and is owned and operated by STVT-AAI Education Inc., a Texas corporation with headquarters located in Hurst, Texas. The affairs of the school are managed by the governing board and the Executive Director. The address of the corporate office is 8701 Bedford Eules Road, Suite 400, Hurst, TX 76053, telephone number 682-334-5605, email address questions@ancoraeducation.com. The website of the principal corporate office is: www.ancoraeducation.com.

GOVERNANCE

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Admissions Representative

Online Staff

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Anne Ward
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Asia Jones
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Craig Dunkelberger

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Shon Moore

Financial Aid

Keith Oliver

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Misty Luther
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Najee Carter
Nedenia Bennett
Nicole Neal
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Pamela Fruehbeisser
Rashidat Adegbenro
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Reginald Lewis
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Sarah Rollinger
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Shon Moore
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Tara Covington
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BS, English, Campbell University

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X-Ray Certification, Coronal Polishing Certification, CPR Certification
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AAS, Medical Assistant, Miller-Motte College, Wilmington

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MA Counseling Psychology Manhattan College, NY, NY; BA Mathematics, Iona College, New Rochelle, NY

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BA, Criminal Justice, Shaw University, Raleigh, NC
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MS, Systems Management, University of Southern CA
BA, Economics & Statistics, Penn State University, University Park, PA*

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BS, Marine Biology, University of North Carolina – Wilmington*

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MA, English, UNCW Wilmington, NC
BA Journalism, UNCW Wilmington, NC
AA, English, Cape Fear Community College*

Vickeithia Wells

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MS, Psychology, Capella University
BA, Sociology, Ashford University*

Machelle Williams

*Business Administration
Medical Clinical Assisting
BS, Business Administration
University of Mt. Olive, Mount Olive, NC*

Michael Wynne

*Anatomy and Physiology
Doctor of Chiropractic, Life University*

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Manager - Online Faculty - Practical Computer Applications

William Holyfield

Manager - Online Faculty - Criminal Justice & Paralegal and Allied Health

George Jabra

Manager - Online Faculty - Cyber Security & IT

Kathleen Scarfo

Manager - Online Faculty - Business and Allied Health

Leslie Walther

Manager - Online Faculty - General Studies

Online Faculty**Toranique Adams (Coleman)**

Business Administration Programs

Master of Science, Accounting and Controllershship - Strayer University

Bachelor of Arts, Business Administration - Campbell University

Erick Aguilar

Business Administration & IT Programs

Doctor of Management in Organizational Leadership - University of Phoenix

Master of Arts in History - University of Nebraska

Bachelor of Science, Computer Information Systems - Saint Leo University

Aaron Alford

Allied Health Programs

Doctor of Chiropractic - Texas Chiropractic College

Bachelor of Science, Human Biology - Texas Chiropractic College

Sherry Amaral

Allied Health Programs

Master of Business Administration, Healthcare Concentration - RPI

Bachelor of Science, Management - Eastern Connecticut University

Alandrea Anderson

Criminal Justice Program

Juris Doctor - NC Central University School of Law

Bachelor of Science, Accounting - Saint Augustine's University

Vanessa Austin

Business Administration Programs

Allied Health Program

Master's Degree, Higher Education - Kaplan University

Bachelor of Science, Health Management - Anthem College

Jacquelyn Barrett

Allied Health Programs

Master of Science in Nursing - University of Oklahoma

Master of Science, Foundations of Education - Temple University

Bachelor of Science, Nursing - Seton Hall University

Marilyn Bartels

General Studies

Doctor of Philosophy, Speech - Southern Illinois University

Bachelor of Science, Theater - Southern Illinois University

Traci Bergum

IT Programs

Master of Science, Information Systems - Strayer University

Bachelor of Science, Office Administration - University of South Carolina

Deborah Best

IT Programs

Master of Information Systems - University of Phoenix

Bachelor of Science, Information Technology - University of Phoenix

Lisa Bogner (Dopko)

Business Administration Programs

Doctor of Philosophy, Organization and Management - Capella University

Master of Business Administration - Wilkes University

Bachelor of Science, Business Administration, Marketing - Misericordia University

James Boswell

Criminal Justice Program

Juris Doctor - University of Georgia

Master of Arts, Extension Studies - Harvard University

Bachelor of Arts, English - The College of William and Mary

Dax Bradley

IT Programs

Doctor of Science, Computer Science - Aspen University

Master in Business Administration - Aspen University

Bachelor of Science, Industrial Technology - Southern Illinois University

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Master's in Human Resources Management - University of Phoenix
Bachelor of Science, Business Marketing - University of Phoenix

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Criminal Justice Program
Master of Arts, Criminal Justice - Keiser University
Bachelor of Science, Criminal Justice and Criminology - University of Mount Olive

Raymi Brown
Allied Health Programs
Master of Business Administration - Cardinal Stritch University
Bachelor of Arts, Management and Communication - Concordia University

Sylinda Brown
Allied Health Programs
Doctor of Business Administration, Health Care Administration - Northcentral University
Master of Business Administration, Healthcare Administration - National American University
Bachelor of Science, Allied Health Sciences - Albany State University

Lisa Bruno
Criminal Justice Program
Juris Doctor - Massachusetts School of Law
Master of Arts, Criminal Justice - Anna Maria College
Bachelor of Arts, Administration of Justice - Salve Regina University

Nia Bullock
Allied Health Programs
Doctor of Philosophy Comparative Biomedical Sciences - North Carolina State University
Bachelor of Arts & Sciences, Biology - North Carolina State University

Christopher Caracci
Business Administration Programs
Master of Business Administration, Management - Rollins College
Bachelor of Science, Biology - Saint Meinrad College

Pamela Christianson
Allied Health Program
Master of Science, Science Education - Montana State University
Bachelor of Science, Biomedical Science - St. Cloud State University

Renee Clark
Criminal Justice Program
Juris Doctor - Stetson University College of Law
Master of Science, Mental Health Counseling - Carlos Albizu University
Master of Science, Psychology - Palm Beach Atlantic University
Bachelor of Arts, Communication - University of South Florida

Nicole Cobb
Allied Health Programs
Master of Arts in Healthcare Administration - Ashford University
Bachelor of Business Administration, Management - University of the Incarnate Word

Alison Coleman
Allied Health Programs
Master of Science in Continuing Education - The University of West Alabama
Bachelor of Science, Business Administration - DeVry University

Karen Collins
General Education
Master of Education, Distance Learning and Adult Education - University of Phoenix
Bachelor of Arts, Elementary Education - Carlow University

Thomas Conaty
Criminal Justice Program
Juris Doctor - Franklin Law School of Capital University
Bachelor of Science, Biology - Ohio State University

Carrie Culver
Allied Health Programs
Master of Public Administration - Troy University
Master of Science in Management, Healthcare Management - Troy University
Bachelor of Science, General Management - Troy University

Eric Cummings
General Studies
Master of Humanities in English - Tiffin University
Bachelor of Arts, English - Ashford University

Regina Daniely
Business Administration Programs
Master of Business Administration - Wesleyan College
Bachelor of Applied Science, Organization Leadership - Mercer University

Hiren Darji
Allied Health Programs
Doctor of Medicine - Avalon University School of Medicine
Bachelor of Science - Montclair State University

Dominick Desanto
Criminal Justice Program
Master of Business Administration, Criminal Justice - North central University
Master of Science, Criminal Justice - Troy University
Bachelor of Arts, Criminal Justice - Lycoming College

Anita Desouza
General Studies
Master of Arts, Education/Training Development - Trident University International
Bachelor of Science, Mathematics - University of South Carolina

David Dibari
Criminal Justice Program
Doctor of Education, Organizational Leadership - Argosy University
Master of Criminal Justice - University of Colorado
Bachelor of Arts, Anthropology - University of Colorado

Patrick Dicks
IT Program
Doctor of Science, Information Systems and Communications - Robert Morris University
Master of Business Administration, Information Tech Management - Weber University
Bachelor of Science, Computer Science - South Carolina State University

Sherrita Dobson
Criminal Justice Program
Master of Science, Criminal Justice Administration - Columbia Southern University
Bachelor of Science, Criminal Justice - Pennsylvania State University

Stephanie Dunston
Business Administration Program
Doctor of Business Administration Management - Argosy University
Master of Arts, Human Resources - Webster University
Bachelor of Science, Interdisciplinary Studies - Cameron University

Marie Dye
General Studies
Master of Arts, Strategic Communication and Leadership - Seton Hall University
Bachelor of Arts, Communication Studies - Kean University

Gregory Ehrler
Criminal Justice Program
Master of Criminal Justice Administration - Mountain State University
Bachelor of Science, Administration of Criminal Justice - Mountain State University

Alisha Etheredge
General Studies
Master of Public Health - Georgia State University
Master of Science, Biology - Georgia State University
Bachelor of Science, Chemistry - Spelman College

Todd Falcone
Business Administration Programs
Master of Science, Accounting - Saint Vincent College
Master of Science, Business Administration and Entrepreneurship - Independence University
Bachelor of Science, Finance - Saint Vincent College

Dwight Farris
IT Programs
Master of Educational Technology - University of Arizona
Bachelor of Informational Technology - University of Phoenix

Heidi Fernandez
General Studies
Doctor of Education, Curriculum and Instruction - University of Florida
Bachelor of Arts, Sociology - University of Florida

George Fisher
Allied Health Programs
Master of Business Administration, Human Resources - Keller Graduate School of Management
Bachelor of Science, Health Information Management - Texas Southern University

Karol Fronc
General Studies
Master of Business Administration- Iowa State University
Bachelor of Science, Economics and Management - Slovak Agricultural University

Carisa Frost
Business Administration Programs
Master of Business Administration - Southern Illinois University
Bachelor of Science, Speech Communications/Public Relations - Southern Illinois University

Lisa Gibson-Solomon
General Studies
Master of Science Instructional Technology - Kaplan University
Bachelor of Science, Information Technology - Kaplan University

Daniel Goodman
IT Programs
Master of Science, Information Systems - Pace University
Master of Science, Management - Texas A&M
Bachelor of Science, Computer Information Systems - Saint LEO University

Jean Gordon
Allied Health Programs
Doctor Business of Administration, Human Resource Management - Nova Southeastern University
Master of Business Administration, Accounting - Capella University
Master of Science, Nursing - Kaplan University
Bachelor of Science, Nursing - University of Miami School of Nursing

Rhonda Gosnell
Allied Health Programs
Masters in Healthcare Administration - Ohio University
Bachelor of Science, Healthcare Administration - Walden University

Larry Hansen
General Studies
Master of Arts, History - University of Nebraska
Master of Education, Educational Leadership - Northern Arizona University
Bachelor of Arts, Education - Arizona State University

Taffy Hemphill
Allied Health Programs
Master of Education, Instructional Design for Online Learning - Capella University
Bachelor of Liberal Studies, Psychology and Sociology - Purdue University - North Central

Klaus Heyer

*General Studies
Doctor of Philosophy, Urban Studies/ Sociology - University of New Orleans
Master of Arts - Sociology - San Jose State University
Bachelor of Arts, Sociology - Rhonda Island College*

Melissa Hibbard

*Allied Health Programs
Master of Science in Education Healthcare - Saint Joseph's College of Maine
Bachelor of Science, Health Administration/Health Information System - University of Phoenix*

James Hollis

*IT Programs
Master of Arts, Comp Resr/ Info Management & Human Resources Development - Webster University
Bachelor of Science, Psychology - University of Maryland*

Nicole Hudson- Roper

*Business Administration Programs
Master of Business Administration - University of Phoenix
Bachelor of Science, Business Administration - University of Phoenix, Phoenix*

Arndra Jackson

*Business Administration Programs
Doctorate of Education - University of Phoenix
Master of Business Administration - Albany State University
Bachelor of Business Administration, Marketing - Fort Valley State University*

Ronda Jantz

*Business Administration Programs
Master of Science, Economics - Oklahoma State University
Bachelor of Science, Milling Science and Management - Kansas State University*

Shannon Jarvis

*Criminal Justice Program
Juris Doctor - Florida Coastal School of Law
Bachelor of Science, Applied Sociology - East Carolina University*

Georgette Jones

*IT Programs
Master of Business Administration - Keller Graduate School of Management
Bachelor of Science, Information Systems - University of South Carolina*

Tarsha Joyner

*Allied Health Programs
Master of Public Administration, Political Science-North Central Carolina University
Bachelor of Business Administration, Marketing-North Central Carolina University*

Andrew Kasper

*IT and Cyber Programs
Master of Science, Cybersecurity - University of Maryland
Bachelor of Science, Marketing - University of Bridgeport*

Sean Kopinski

*Business Administration Programs
Doctor of Philosophy in Management - Walden University
Master of Business Administration - Rollins College
Bachelor of Arts, Economics - University of Cincinnati*

Ellen Krumme

*Allied Health Programs
Master of Business Administration, Healthcare Management-University of Phoenix
Bachelor of Science, Life Science Chiropractic-Logan College of Chiropractic*

Carlos Lamberty
Criminal Justice Program
Master in Justice Administration - Methodist University
Bachelor of Arts, Park and Recreation Management - The University of North Carolina

Karen Lawler
General Studies
Master of Arts, English - Cal Poly State University
Bachelor of Arts, English - Cal Poly State University

Brett Legault
General Studies
Master of Education, Mathematics - Lesley University
Bachelor of Science, Management - Plymouth State University

Elizabeth Legault
General Studies
Master of Education, Elementary Education - Salem State College
Bachelor of Science, Education - Salem State College

Mary Levi
Allied Health Programs
Master of Science, Healthcare Management - Troy State University
Bachelor of Business Administration - Georgia Regents University

Dwayne Lewis
IT Programs
Master in Information Technology - American Intercontinental University
Bachelor of Science in Information Technology - University of Phoenix

Katheryn Lindsey
Criminal Justice Program
Master of Science, Human Services/ Criminal Justice Specialization - Capella University
Bachelor of Social Work - Capital University

Marci Lininger
General Studies
Master of Environment and Natural Resources Planning - Ohio State University
Bachelor of Fine Arts, Photography - Write State University

Karen Lloyd
General Studies
Master of Arts, Sociology - University of North Dakota
Bachelor of Arts, Sociology - University of North Dakota

Marshall Lloyd
Criminal Justice Program
Master of Science, Criminal Justice - Texas State University
Master of Science, Interdisciplinary Study - Texas A&M University
Bachelor of Science, Criminal Justice and Political Science - Texas A&M University

Michael Lowery
General Studies
Master of Arts, English - Kent State University
Master of Arts, Education - The University of Akron
Bachelor of Arts, Secondary Education - University of Akron

Cynthia Lynch
IT Program
Master of Information Systems, Information Systems Management - DeVry University Keller Graduate School of Management
Bachelor of Science, Information Systems - Southeast Missouri State University

Angela Mack
Allied Health Programs
Master of Science, Health Sciences/Public Health - Trident University International
Master of Arts in Education, Adult Learning - Trident University International
Bachelor of Science, Health Science - Trident University International

Casey Malinoski
Criminal Justice Program
Master of Business Administration - University of Phoenix
Bachelor of Arts, Sociology - University of New York

Mark Marino
General Studies
Master of Education, Mathematics - University at Buffalo/SUNY
Bachelor of Education, Mathematics - University of Buffalo/SUNY

David Martini
Allied Health Programs
Doctorate in Physical Therapy - University of Utah
Master of Science, Management - Broadview University
Master of Business Administration - Everest University
Bachelor of Science, Exercise and Sport Science - University of Utah

Meredith McCollum
Allied Health Programs
Master of Business Administration, Health Sciences - Keller Graduate School of Management
Bachelor of Science, Health Information Administration - Medical University of South Carolina

Matthew Millsaps
Business Administration Programs
Master of Business Administration, Finance - Strayer University
Bachelor of Science, Biology - Georgia College

Hector Molina
IT Programs
Master of Arts, Organizational Leadership - Gonzaga University
Master of Business Administration - Colorado State University
Bachelor of Science, Business Education - East Carolina University

Erika Moore
General Studies
Master of Science in Education, Secondary Education Ed., English - Duquesne University
Bachelor of Arts - English Writing and Political Science - University of Pittsburgh

Michael Murphy
Criminal Justice Program
Master of Science, Criminal Justice - Troy University
Bachelor of Science, Criminal Justice - Troy University

Christopher Musselman
General Studies
Master of Arts, Education/Secondary Education - The University of Akron
Master of Arts, Spanish - University of Akron
Bachelor of Arts, Business & Organizational Communication - The University of Akron

Nathan Mutter
Criminal Justice Programs
Master of Science, Justice/Homeland Security and Terrorism - Saint Joseph's University
Bachelor of Science, Criminal Justice - Southern Utah University

Joseph Nguyen
General Studies
Master of Science, Mathematics - John Carrol University
Bachelor of Science, Computer Science - John Carroll University

Gina Nilson
Criminal Justice Programs
Juris Doctor - Valparaiso University School of Law
Bachelor of Arts, History - Hanover College

Matthew Opheim
IT Programs
Master of Science, Information Systems - DePaul University
Bachelor of Science, Computer Science and Information Systems - Austin Peay State University

Melissa Opheim
Criminal Justice Program
Master of Science, Criminology/Criminal Justice - Indiana State University
Bachelor of Science, Criminology - Indiana State University

Antoinette Ouattara
Allied Health Programs
Master of Public Health - American Military University
Bachelor of Science, Business Management - American Military University

James Overley
IT Programs
Masters in Information Systems Management - Keller Graduate School of Management
Bachelor of Science, Computer Information Systems - DeVry Institute of Technology

Jamie Pala
Criminal Justice Programs
Juris Doctor - Stetson University College of Law
Bachelor of Science Biology - Florida State University

Kristi Perillo - Okeke
Allied Health Programs
Doctor of Chiropractic - D'Youville College
Bachelor of Science, Psychology - University at Buffalo

Traci Pleasant
Criminal Justice Program
Master of Arts, Criminal Justice - Chapman University
Bachelor of Science, Criminal Justice - National University

Kanidrus Prather
Allied Health Programs
Doctor of Business Administration, Healthcare Administration - Northcentral University
Master of Healthcare Management - Troy University
Master of Public Administration, Public Management - Troy University
Bachelor of Science, Exercise Science - Columbus State University

Justine Price-O'Neil
General Studies
Master of Arts, Literature - North Carolina State University
Bachelor of Arts, English Literature - Adrian College

Michael Quintieri
IT Programs
Master of Science, Info Systems Technologies/Information Assurance - Wilmington University
Bachelor of Arts, Urban Studies - Rutgers University

Patti Ramsey
Allied Health Programs
Master of Science, Health Services Management - Argosy University
Bachelor of Science, Health Care - University of Phoenix

Alexis Register
General Studies
Master of Science, Leadership - Grand Canyon University
Bachelor of Science, Hotel and Restaurant Management- North Arizona University

Michelle Render
General Studies
Doctor of Education, Counseling Psychology - Argosy University
Master of Science, Counseling/Psychology - Troy University
Bachelor of Science, Health Science - Columbus State University

Kalani Rice
Business Administration Programs
Master of Business Administration, Human Resource Management - Everest University
Master in Education, Curriculum and Instruction - University of Phoenix
Bachelor of Science, Human and Child Development - Arizona State University

Natasha Rice
Allied Health Programs
Doctor of Physical Therapy - University of Dayton
Bachelor of Science, Pre-Physical Therapy - University of Dayton

Bree Roberts
General Studies
Master of Arts, Developmental and Adult Education -Texas State University
Master of Arts, Women's Studies -The University of Alabama
Bachelor of Arts, Liberal Arts - Northwestern State University of Louisiana

Roberto Rodriguez Baez
Allied Health Programs
Doctor of Medicine - Carlos J. Finlay Higher Institute of Medical Sciences of Camaguey
Master of Science, Human Anatomy and Physiology Instruction - New York Chiropractic College

Ashlie Roeder
Business Administration Programs
Master of Business Administration - Benedictine University
Bachelor of Science, Speech Communication - Millersville University

Kim Romero
General Studies
Master of Education, English and Literature - Fayetteville State University
Bachelor of Arts, English - Methodist University

Christopher Ruffin
General Studies
Master of Science, Information Technology Management - Florida Institute of Technology
Bachelor of Science, Mathematics - University of Alabama

Daniel Schmeling
IT Programs
Master of Science, Information Technology - Capella University
Bachelor of Science, Computer Science and Information Systems - Austin Peay State University

Kimberly Scott
Allied Health Programs
Master of Business Administration - Keiser University
Bachelor of Science, Organizational Management - Palm Beach Atlantic University

Shiketheia Simmons
Allied Health Programs
Master of Science, Counseling/Psychology - Rehabilitation - Troy University
Bachelor of Science, Human Services - Troy University

Gabriel Smith
General Studies
Master of Arts, Social Science-California University of Pennsylvania
Bachelor of Arts, English - Indiana University of Pennsylvania

Michael Smith
General Studies
Doctor of Philosophy, Coastal Resources Management - East Carolina University
Master of Science, Biology - East Carolina University
Bachelor of Science, Biology - East Carolina University

Vanessa Stafford
Allied Health Programs
Master of Business Administration, Healthcare Concentration - American InterContinental University
Bachelor of Business Administration - South University

Christine Stockwell
Allied Health Programs
Masters in Business Administration, Healthcare Management - University of Phoenix
Bachelor of Science, Organizational Management - Tusculum College

Michael Storper
General Studies
Master of Science, Mathematics - Nova Southeastern University
Bachelor of Science, Secondary Education - Nova Southeastern University

Kristen Swisher
Business Administration Programs
Master of Accounting and Financial Management - Keller Graduate School
Bachelor of Science, Rec, Park and Tourism Administration - Western Illinois University

Renee Tolbert
Business Administration Programs
Doctor of Business Administration, Advanced Accounting - Northcentral University
Master of Science, Accounting - Strayer University

Charles Torman
Criminal Justice Programs
Masters in Criminal Justice - Kaplan University
Bachelor of Applied Science - Campbell University

Katherine Tracy
General Studies
Master of Arts, Communication - Baylor University
Bachelor of Fine Arts - Baylor University

Vincent Tran
IT Programs
Master of Science, Computer Science - Florida Atlantic University
Bachelor of Science, Computer Science - Florida State University

Ashley Valentine
Criminal Justice Programs
Master of Science, Criminal Justice - Southern University A&M College
Master of Science, Therapeutic Recreation - Southern University A&M College
Bachelor of Science, Family and Consumer Sciences - Southern University A&M College

Alexandra Washo
Allied Health Programs
Doctor of Chiropractic - New York Chiropractic College
Bachelors, Professional Studies - New York Chiropractic College

Sabrina Wescott
General Studies
Master of Science, Communications - Grand Valley State University
Bachelor of Science, Criminal Justice - Northeastern University

Veronica West-Williams
IT Programs
Master of Information Systems - University of Phoenix
Bachelor of Arts, Interdisciplinary Studies - New York Institute of Technology

Earl Wiggins
General Studies
Doctor of Philosophy, Clinical Psychology - University of South Carolina
Bachelor of Arts, Psychology - Morehouse College

Elizabeth Williams-Evans
Business Administration Program
Master of Business Administration - Troy University
Bachelor of Science, Business Administration - Troy University

Diana Wilson
Allied Health Program
Master of Arts, Teaching and Learning with Technology - Ashford University
Bachelor of Science, Business Administration - University of Phoenix

Angela Wright
Allied Health Program
Master of Business Administration - Colorado Technical University
Bachelor of Science, Healthcare Services - University of Phoenix

Katie Yaeger
Criminal Justice Program
Master of Arts, Forensic Psychology: Applied Forensic Services - Chicago School of Professional Psychology
Bachelor of Science, Criminal Justice - Ashland University

Additional Information for Georgia Residents

This catalog addendum is intended for students that are residents of the state of Georgia.

- Georgia students will be required to take a science course for the NS/M requirement for the degree program they are enrolled in at the campus. Students can choose to take GS175 Physical Science Survey, GS275 Environmental Survey, or GS280 Microbiology.
- Georgia students must complete a mathematics requirements (MH101 College Mathematics), a humanities requirement (GS145 Appreciation of the Arts, GS240 Introduction to Literature, or GS250 Ethics), and a social science requirement (GS110 Psychology, GS210 Principles of Sociology, or GS130 United States Government).