2026 Student Catalog

Effective: November 5, 2026 – January 31, 2027

ALL ADDENDUMS TO THIS CATALOG ISSUED AFTER THE EFFECTIVE DATE OF NOVEMBER 5, 2026, ARE MADE A PART OF THIS CATALOG ON THEIR EFFECTIVE DATE AND ARE FOUND ON THE IBT WEBSITE AT: https://ibt.edu/consumer-information/

THIS DOCUMENT INCLUDES THE SCHOOL'S CURRENT **ANNUAL SECURITY REPORT** INCLUDING CRIME STATISTICS AND POLICIES REQUIRED BY THE JEANNE CLERY CAMPUS SAFETY ACT (CLERY ACT) AS AMENDED BY THE VIOLENCE AGAINST WOMEN REAUTHORIZATION ACT of 2013 (VAWA)
(See Addendum A, Page 101)

Institute for Business and Technology
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www.ibt.edu

You are invited to visit our campus. Campus tours are conducted daily.
Additional electronic or paper copies of this catalog are available upon request.

Revision 2-2026, effective November 5, 2026

A Message from the President

Dear Student:

It is with great pleasure that I take this opportunity to welcome you to the Institute for Business and Technology. Pursuing higher education and training to improve one's quality of life takes courage and is to be commended.

For over 50 years, IBT has had the privilege of helping people get trained in new professions and achieving their goals. We have accomplished this by maintaining modern facility utilizing equipment and tools used in the professions, the latest instructional materials, and a faculty with real world experience. IBT curriculum is also reviewed on a regular basis by industry professionals to ensure that students are learning relevant information in their chosen fields of study.

We would like to extend a cordial invitation to you to visit our facility, talk with our students, and meet our instructors. Our staff and faculty are dedicated to your success.

Sincerely,

Peter Mikhail
President/CEO

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1. ABOUT THE SCHOOL

History

In 1965, the California Academy of Drafting opened to provide vocational training in drafting and design technology. Today, with a new name denoting our commitment to high-tech training, the Institute for Business & Technology is also recognized as a local leader in vocational training. The Institute for Business & Technology also contracts with various local, county, state and federal agencies to train their personnel.

In 1981, the Institute for Business &Technology (sometimes referred to as "IBT" or "Institute" or "School") expanded its training program to include computer programming. State-of-the-industry equipment was purchased to introduce students to the most modern equipment available. In1982, the first Secretarial Science program was added emphasizing the "Office-of-the-Future."

In 1988, IBT expanded further by adding new programs, which included Travel & Airlines, Optical Technician and Commercial Refrigeration, Heating, and Air Conditioning. Included in the new programs was state-of- the-industry equipment in each of these areas to give the students the best possible introduction to these fields.

In 1989 IBT moved to a new, larger location in Santa Clara, at 2550 Scott Blvd. New programs were introduced to include Electronics Technology. National Career Education opened as an affiliated campus of IBT in1989 located in Citrus Heights, California. In1989 and a few years thereafter, National Career Education identified the need for quality education in the medical field by adding programs in healthcare at its campus in Citrus Heights as well as at the main campus in Santa Clara. In the years that followed, IBT continued to offer quality education in the medical and technical fields. In February 2004 IBT moved to a new, larger location in Santa Clara located at 2400 Walsh Avenue. Also in 2007 another affiliated campus, Lamson Institute, was opened in San Antonio, Texas and began its first classes in August 2007. In 2024, IBT moved to a new, larger location in San Jose located at 91 East Tasman Drive.

Location and Facilities

IBT is located in metropolitan San Jose, the heart of high-tech Silicon Valley, and is easily accessible from all major highways and thoroughfares. All in-classroom instruction is provided at the school's 91 East Tasman Drive address, as noted on the cover of this catalog, and all online instruction is provided through IBT's online learning portal. Students are afforded the opportunity of utilizing classrooms, laboratories with EKG machines, professional scales, autoclaves, ice machines, heat pumps, AC units, package units, motors and motor controls, and all other required materials and equipment to enhance the students' learning experience. IBT also had a Learning Resource Center, a non-smoking lounge, and well-lit parking areas. The IBT campus includes a modern building with approximately 84,049 square feet. The facility occupancy level for San Jose is nearly 800 students at any one time. The campus is equipped to provide access for the handicapped. No specific facilities or programs are currently available for students with physical disabilities although IBT provides in accordance with the ADA reasonably accommodations for requesting students. Ample parking is provided at each campus.

National Career Education, a branch of IBT, is located at 6249 Sunrise Boulevard, Citrus Heights, California. This campus has a facility of approximately 51,000 square feet.

Lamson Institute, another branch of IBT is located at 5819 NW Loop 410, Suite160, San Antonio, Texas. The San Antonio Campus occupies a facility of approximately 55,000 square feet.

Prospective enrollees are encouraged to visit the physical facilities of the School and to discuss their personal, educational, and occupational plans with School personnel prior to enrolling.

Affiliated Campuses

Institute for Business & Technology is the main campus with two branch campus locations at:

National Career Education
6249 Sunrise Boulevard
Citrus Heights, CA 95610
916-969-4900 or 800-441-4623
www.nce.edu/

Lamson Institute
5819 N.W. Loop 410, Suite 160
San Antonio, TX 78238
210-520-1800
www.lamson.edu/

Mission Statement
The Institute for Business & Technology prepares students for career-focused employment by delivering relevant career training.

Objectives
1. To provide an educational environment that promotes the relationship between career preparation and employment opportunities.
2. To recruit and retain qualified instructors who are effective in the classroom and knowledgeable of current industry trends.
3. To graduate students who are prepared to enter their chosen career fields in entry level jobs.
4. To assist graduates in becoming gainfully employed in their chosen career fields.
5. To maintain an organizational model that is responsive to its constituents.

Accreditation and Approvals
The School and its affiliated campuses are accredited by the Accrediting Council for Continuing Education & Training (ACCET). ACCET is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

Accreditation and licensing materials are on display in the schools' lobbies. Additional program information related to the School's tuition and program length is available through the Accrediting Council for Continuing Education & Training (ACCET) located at 1722 N Street NW, Washington, DC 20036, telephone number (202) 955-1113.

Approvals
The Institute for Business and Technology is approved to operate as both a non-degree and a degree granting private institution by the California Bureau for Private Postsecondary Education (BPPE) and to offer the courses described in this catalog pursuant to California Education Code known as the Private Postsecondary Education Act of 2009, as amended, and by Title 5. Division 7.5 of the California Code of Regulations.

IBT and its affiliated campuses are eligible institutions, for students who qualify, to receive United States Department of Education Title IV Aid) and for participation in the Federal Family Education Loan Program and Federal Direct Loan Program and other state financial aid programs. Consumer information that is required to be disclosed to a student related to these applicable federal and state financial aid programs are more fully described in Student Disclosures Section, under "Financial Aid – Consumer Information" of this catalog. These schools are also eligible to provide training services under the Comprehensive Vocational Rehabilitation Act.

BPPE Student Catalog Notices
Any questions a student may have regarding this catalog that have not been satisfactorily answered by IBT may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, W. Sacramento, CA 95798-0818, http://www.bppe.ca.gov, 1-888-370-7589 or by fax at (916) 263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement with the School.

Office of Student Assistance and Relief Disclosure
The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting https://osar.bppe.ca.gov/.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION
The transferability of credits you earn at IBT is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma or degree you earn in the educational program at IBT is also at the complete discretion of the institution to which you may seek to transfer. If the diploma or degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Institute for Business & Technology to determine if your diploma or degree will transfer.

Student Tuition Recovery Fund (STRF)
The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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

Student Loans
Student remains responsible for all incurred charges regardless of the amount of any actual financial aid received. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan, plus interest and any applicable loan fees, less the amount of any refund issued to student.

Class Size
Classrooms are furnished with student chairs, tables, and white boards. IBT has classrooms to accommodate up to 45 students for classroom instruction. Medical computer labs are equipped to accommodate up to 25 students with one-to-one equipment to student ratio. Traditional class size ranges from 15 to 30 students, with a maximum student-to-teacher ratio of 30:1. If any class exceeds the maximum, IBT will provide an additional teacher's assistant so that the maximum student-to-teacher ratio is maintained.

Memberships
The School or its staff and faculty members hold memberships in the following educational and professional organizations:

- National Center for Competency Testing
- California Association of Private Postsecondary Schools

Documents describing the School's accreditation, approvals, and memberships are available for review by any interested party by contacting the office of the Campus Director.

Description of Equipment Used in the School's Programs
A description of the tools and equipment used in each of the School's programs of study is listed at Addendum B to this catalog located at Addendum B to this catalog.

2. ADMISSIONS INFORMATION

The School offers programs on a clock hour basis using the module system with class starts and admissions conducted throughout the year. Please see our Academic Calendar Start Dates Schedule at the end of this catalog for the specific module starting dates.

Admission Requirements

The admission procedure requires an exchange of information between the applicant and the School, which maintains a staff of admissions representatives for this purpose. These representatives conduct a personal interview with each prospective applicant before any decision is made to submit an application for admission. During the interview, the admissions representative will discuss the School's educational programs in relation to the applicant's career preferences, training needs, and individual motivations.

To qualify for admission to IBT, all applicants must be at least 18 (or 17, with written parent or guardian approval, and must turn 18 before their expected IBT graduation date) and meet the following general requirements:

- Visit and tour the School.
- Complete a personal interview with a School admissions representative.
- Provide documentation of high school graduation, GED, or the equivalent, as described later in this section.
- Show a valid Social Security Card.
- Show a valid government issued photo identification card or driver's license.
- Students enrolling in the Automotive Technology, Electrician, and Commercial Refrigeration, Heating & Air Conditioning programs must provide evidence that they have a valid, current driver's license. Potential employers in these fields require applicants to possess a valid, current driver's license. This admissions requirement can only be waived at the discretion of the President.
- Complete an enrollment agreement and other required enrollment paperwork.
- Attend a financial aid interview and complete required financial aid paperwork.
- Take the school's entrance exam and achieve the minimum acceptable score for their program of choice, as described later in this section.
- Students applying to programs offering distance education classes will complete an Online Readiness Assessment and will receive the Distance Education System/Technology Requirements.

Admissions Requirements for the Cardiovascular Sonography Program

In addition to the general admissions requirements and procedures included in the Student Catalog, the following additional and expanded admissions requirements apply to all prospective Cardiovascular Sonography program students:

- High school diploma or recognized equivalent
- Passing the EduReady Admissions Assessment entrance test(s) with a score of 102 or higher
- Passing a designated sonography entrance test(s): TEAS scores of at least 60% in Reading, 50% in Math, 33% in Science, and 50% in English OR a minimum total TEAS score of 58.7%, which meets the Academic Preparedness Level of "Proficient". Please see Academic Readiness subsection below for full details.
- Writing an essay on an assigned topic, to be graded by a member of the academic team. The essay must be completed at the campus prior to the interview.
- Completing an interview with IBT faculty and/or administrative staff

Prior to clinical practicum, clinical sites may require students to complete the following:

- Physical exam by a licensed practitioner
- Proof of current immunizations as required by clinical agencies
- Current CPR-BLS card (American Heart Association)
- Copy of Health Insurance card or signed waiver
- Passing a criminal background check and fingerprinting/drug screening

Note: At the recommendation of the Cardiovascular Sonography Program Director, the President has the discretion to waive minimum admission requirements to the Cardiovascular Sonography Program as deemed appropriate in his judgment. In such cases the President may require additional information from the student which may include but is not limited to the form of an interview, written statement, and/or other means of explaining the student's extenuating circumstances and/or demonstrating their aptitude for the program.

To be considered for admission, the applicant must provide one of the following documents as evidence that they are a high school graduate or the equivalent:

- A copy of the student's high school diploma. (See footnote 1.)
- A copy of the student's final official high school transcript that shows the date when the diploma was awarded. (See footnote 1.)
- A copy of a General Educational Development (GED) certificate or GED transcript that indicates the student passed the exam.
- A state certificate or transcript received by a student after the student passed a State-authorized examination that the State in which the student took the examination recognizes as the equivalent of a high school diploma. This includes tests similar to the GED such as HiSET, TASC, as well as a State established examination, for example, the California High School Proficiency Exam (CHSPE).
- For a student who completed secondary education in a foreign country, a copy of the "secondary school leaving certificate" or other similar document, accompanied by an evaluation from a third-party, professional document evaluation service that clearly identifies the document's equivalence to a U.S. high school diploma. (The School does not self-evaluate foreign secondary school credentials or other similar documents.)
- An academic transcript or credential from an accredited institution indicating that the student has successfully completed one of the following:
    1. An associate's degree;
    2. At least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
    3. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.
- For a student who was homeschooled in a state where state law requires the student to obtain a secondary school completion credential for homeschooling (other than a high school diploma or its recognized equivalent), a copy of that credential.
- For a student who was homeschooled in a state where state law does not require the student to obtain a secondary school completion credential for homeschooling (other than a high school diploma or its recognized equivalent), a transcript, or the equivalent, signed by the student's parent or guardian, that lists the secondary school courses the student completed and includes a statement that the student successfully completed a secondary school education in a homeschool setting.

[1] For all US-based schools, the school must be state approved, accredited by a regional accrediting association, or accredited by CITA (Commission on International and Trans-Regional Accreditation).

A student who is unable to obtain the documentation listed above must contact the financial aid office. When documentation of high school completion is unavailable (e.g., the school has closed and no information is available from another source such as the school district or state department of education, or the parent or guardian who homeschooled the student is deceased) IBT will accept alternative documentation, such as a military *DD Form 214 Certificate of Release or Discharge from Active Duty*.

If the school or the Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education, then the matter will be referred to the Compliance Officer. The Compliance Officer, with assistance as needed from campus leadership, will assess the credentials. Criteria for this assessment will include but is not limited to: the issuing school's accreditation status, the length and rigor of the program the student completed, the issuing school's policy on grades and credit awarded, and whether or not the program meets the legal requirements for a high school diploma or equivalent in the state where the student completed their education.

Ability-to-benefit students are not admitted to IBT for purposes of Title IV.

Students that are still in high school at the time of application must also provide an official high school transcript upon completion of their senior year of high school and prior to enrollment at the School.

Entrance Exam Testing Information:
All applicants must take and pass the EduReady Admissions Assessment as an entrance exam. Minimum acceptable scores and other details are provided below:

EduReady Admissions Assessment: Prospective applicants for admission to all diploma and certificate granting programs, with the exception of the Lab Assistant, EKG Technician/Phlebotomist program, must achieve the minimum acceptable score of 75. Prospective applicants for admission to the Lab Assistant, EKG Technician/ Phlebotomist must achieve the minimum acceptable score of 88. Prospective applicants for admission to an associate degree program must achieve the minimum acceptable score of 102. If the appropriate minimum score is not achieved, two re-tests may be given using an alternate test form.

This entrance exam requirement is waived for students possessing an associate degree or higher from an accredited U.S. school. Degrees from non-U.S. schools must accompanied by an evaluation from a third-party, professional document evaluation service that clearly identifies the document's equivalence to a U.S. credential and approved by the campus director.

Note: The President has the discretion to waive minimum score requirements for any entrance exam as deemed appropriate in his judgment. In such cases the President may require additional information from the student which may include but is not limited to the form of an interview, written statement, and/or other means of explaining the student's extenuating circumstances and/or demonstrating their aptitude for the program.

Academic Readiness for the Cardiovascular Sonography Program
Entrance to the Cardiovascular Sonography Program requires administration of Test of Essential Academic Skills (TEAS). The TEAS is an entrance exam intended to predict the success of students in sonography programs. Documentation that a Cardiovascular Sonography student has met the applicable requirements below must be retained and present in the student's file prior to enrollment.

Test of Essential Academic Skills (TEAS) Information
Applicants must achieve either individual TEAS subject scores of at least 60% in Reading, 50% in Math, 33% in Science, and 50% in English OR a minimum total TEAS score of 58.7%, which meets the Academic Preparedness Level of "Proficient", to be considered for entrance to the Cardiovascular Sonography program. In the event an applicant does not achieve the minimum required scores or higher on the TEAS, retesting shall occur according to the following criteria:

- 14 days between 1st and 2nd attempt, additional studying and test preparation recommended
- 30 days between 2nd and 3rd attempt, additional studying and test preparation recommended
- Only 3 attempts in one 12-month period

TEAS tests from other schools are good for 24 months.

Special Needs
IBT's intent is to provide students with equal access to the essential course content and to mitigate any impact of a disability on the student's learning and/or academic performance without compromising course or program integrity. When requested by the student in writing and approved by the School as a reasonable accommodation, special resources may be provided to a requesting student. Please refer to the Disability Accommodation Procedure later in this catalog for details and procedures for requesting an accommodation. Students with disabilities should educate themselves on the physical job requirements before proceeding with training at IBT. US Department Bureau of Labor statistics will have an explanation of job requirements for the fields in which IBT provides training. Based on the US Department Bureau of Labor statistics employment opportunities may be restricted based on the ability of a student to meet employer specific requirements due to a disability.

Distance Education Programs and Additional Requirements
IBT offers not only traditional in-classroom programs, but also hybrid online programs (otherwise known as blended), which are taught partially online and partially in-classroom. Students should refer to the program descriptions in this catalog and consult the Admissions Representative and their Academic Director for details and availability.

In a hybrid online program, part of the face-to-face on-site classroom instruction is replaced with online interaction to allow greater flexibility and to increase active learning. The online component of the program will be delivered completely through the school's learning management system with instructor support. All courses which include this type of distance education are supported with access to on-campus facilities and equipment during campus operating hours. IBT's Learning Resources Center, which includes access to 40 online databases and a digital collection of over 135,000 scholarly titles on a variety of subjects, is available both at the campus during regular business hours, and online at any time through a school-issued user name and password.

Instructors are available to students for additional assistance during their posted office hours, in person, over email accessed through the online directory in the student's school-issued account, and by phone. IBT staff, including financial aid, career services, and the campus registrar, are available to assist students in achieving their learning objectives in person, by phone and over email during the school's regular business hours.

IBT has specific technology requirements for students enrolling in hybrid online programs, which will be provided during the admissions process. These requirements include but are not limited to: students are required to own a computer, tablet, or a smartphone (android or iPhone) that meets the school's minimum technology standards (as explained during admission) and, as a condition of enrollment, are required to download specific apps or programs provided by the school for programmatic, attendance, and student services purposes, and/or set up specific electronic accounts, in order to fully utilize the electronic support system for their hybrid online program. Please see the Admissions Representative or your Academic Director for details.

Campus Technology Requirements for All Programs
In order to ensure that students succeed in their program of study and in their career, IBT requires all students, in both hybrid online and traditional in-classroom programs, to meet certain technology requirements established by the school. IBT may use software apps to help the student and the school successfully track attendance, participation, and progress through the student's program, including anti-plagiarism software, such as Turnitin or Respondus. All students are required to own a computer, tablet, or a smartphone (android or iPhone) that meets the school's minimum technology standards (as described below) and, as a condition of enrollment, may be required to download specific apps or programs provided by the school and/or set up set up specific electronic accounts, in order to fully utilize this electronic support system.

Minimum Technology Standards

Student computers, tablets or other electronic devices must meet the following requirements:

Screen Size
The system is best viewed at a minimum resolution of 1024x768. For the best experience, a laptop or desktop display is recommended.

Operating Systems
- Windows 11 (or a version of Windows currently supported by Microsoft)
- macOS 13 (Ventura) and newer
- ChromeOS (a currently supported version)

Mobile Operating System Native App Support
Mobile apps used by the School, including the Canvas Student app, support the two most recent major versions of iOS and Android. Students using a mobile device should keep their operating system and apps updated to the most current version available for their device.

Computer Speed and Processor
- Use a computer 5 years old or newer when possible
- 8GB of RAM
- Dual-core 2GHz or faster processor (Intel, AMD, or Apple silicon)

Webcam and Microphone
Students will need access to a webcam and microphone. If the student's computer or other electronic device does not come equipped with a built-in webcam and/or microphone, any external webcam and/or camera that is compatible with their device will be compatible with the school's online learning systems.

Internet Speed
- Minimum of 5 Mbps download and 1 Mbps upload; a broadband connection of 10 Mbps or faster is recommended for video conferencing and online exams

Internet Browser
The system supports the current and first previous major releases of the following browsers:
- **Chrome** (current and first previous major release)
- **Firefox** (current and first previous major release; Extended Support Releases are not supported)

- **Edge** (current and first previous major release) *(Windows and Mac)*
- **Respondus Lockdown Browser** (supporting the latest system requirements)
- **Safari** (current and first previous major release) *(Mac only*)

You should always use the most current version of your preferred browser. Your browser will notify you if there is a new version available. If you see a banner stating that your browser does not meet the minimum requirements after updating, try logging out of the system and clearing your browser cache and cookies.

Required Components
No browser plug-ins are required to use the system. JavaScript and cookies must be enabled in your browser. Pop-up blockers may need to be disabled or configured to allow the School's online learning systems.

Audio and video recording, screen sharing, and web conferencing are handled directly in the browser. Your browser may ask you to allow access to your camera, microphone, or screen; you should grant this permission when prompted for course activities.

Required Software and Platform Access
All students must be able to access and use the following platforms as part of their program of study:
- Canvas, the School's learning management system, used for accessing courses, submitting assignments, taking assessments, and communicating with instructors
- eBooks and digital course materials delivered through the School's online learning platforms
- Microsoft applications, including Word, Excel, PowerPoint, Outlook, and Teams
- The School-issued student email account, used for all official School communications

Mobile Devices
The system interface was optimized for desktop displays, so using small form factors such as phones may not be a pleasant experience. For the best user experience, please download the Canvas Student mobile app.

Not all features are supported on mobile devices, and some activities (such as proctored exams and assignments requiring specialized software) must be completed on a computer. The system offers limited support for native mobile browsers on tablet devices.

Mobile Browsers
Visit the Apple store or the Play store to download mobile browsers. The following major browsers are compatible with mobile devices:

iOS
- Safari (default browser with limited system support)
- Chrome

Android
- Chrome (default browser with limited system support)
- Firefox

Requirements for Continued Compliance for Allied Health and Trade Programs

Required Criminal Background Checks, Medical/Lab Exams, Drug Tests, and Immunizations for Programs with Externships
Students enrolling in a program requiring completion of an externship should understand that externship locations will generally require the student to successfully pass and/or provide all criminal history background checks, medical/physical/lab exams and drug tests results, and proof of immunizations (collectively Student's "Personal and Medical Information"). If the student does not pass or provide their Personal and Medical Information then the student will be disqualified from taking their externship at such location and is then subject to being immediately dismissed, failed or withdrawn from their program of study as solely determined by the school. Upon signing their Enrollment Agreement, IBT students authorize the school under all applicable federal, state, and local laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), to provide the student's Personal and Medical Information to

any externship location and further, to any governmental and non-governmental entity that may require such Personal and Medical Information in order to apply for a license/permit/examination.

Required Criminal Background Checks, Medical/Lab Exams, Drug Tests, and Immunizations for Programs Requiring Licensure/Certification
Students enrolling in a program requiring a license, permit, registration, or certification from a governmental entity or other certifying organization in order to obtain an entry-level position in their field of study may also be required to successfully pass and/or provide all criminal history background checks, medical/physical/lab exams and drug tests, and proof of immunizations.

Externships and Internships
Some Courses of Study require up to eight weeks of hands-on applied training at an offsite third-party externship or at an onsite School internship. Students entering an externship or internship must make arrangements to be available at the times required by their site's educational coordinator or instructor. Student understands that all externships and internships are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of student to secure transportation. Student understands that Student is never an employee or independent contractor of the externship site or of the School at any time. The student is and always remains a student at the internship and externship site. Student further understands that both an externship and internship are provided solely for the benefit of Student as a part of their Course of Study in order for student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/ examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship and internship as a hands-on classroom setting, to attend all required externship and internship hours, and to abide by the rules and regulations of the externship and internship site. Hours at externship and internship sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship or internship may result in failure of the Course and the inability to graduate at the planned time. Externships are held in a variety of settings and locations. Student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in student completing their externship and finishing their Course of Study. Student understands that neither the School nor the externship site guarantees represents, or warrants that Student can apply, be considered for, will obtain or be entitled to any job position at the externship site where the Student had their externship.

NOTE: School is only responsible for obtaining one externship site location for a Student.
IBT is only responsible for assigning one externship site per student. A student declining an externship location must provide in writing to their Externship Coordinator the reason(s) for declining the externship location. This written document will be reviewed by the Externship Coordinator and the Director of Education to determine if the student's explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site within 14 calendar days in order to continue with their externship program in the event a student refuses a site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site's rules, regulations and scheduling.

Licensing and Certification Requirements

Certified Phlebotomy Technician I (CPT1)
To be a phlebotomy technician in California a person must maintain a current and valid certification from the California Department of Public Health (DPH). Under Section 1242 of the California Business and Professions Code, the DPH is authorized to establish the education, training and experience needed for clinical laboratory personnel to include certification of phlebotomy technicians. Those DPH regulations are located at 17 California Code of Regulations Section 1034(a). In addition the DPH maintains a web site at http://www.cdph.ca.gov/programs/LnC/Pages/lnc.aspx. The certification requirements by the DPH are summarized below as follows:

An applicant can submit an application online. All required documentation such as official transcripts, verification of training and experience, certificate of completion of training course, two passport size photos, and state approved examination must be sent directly to Laboratory Field Services at the address below.

Attn: Phlebotomy Program
CDPH- Laboratory Field Services
850 Marina Bay Parkway, Bldg. P, 1st Floor
Richmond, CA 94804-6403

To become a CPT I;

A person without any phlebotomy experience must meet the following;

- Have a minimum of a high school graduate equivalent or GED.
- Complete 40 hours phlebotomy class training from an approved school.
- Complete 40 hours phlebotomy practice that includes at least 50 venipunctures and 10 skin punctures.
- Pass an approved phlebotomy certification exam.
- Apply for certification, pay application fee.

A person with less than 1040 hours phlebotomy experience (half a year) must meet the following;

- Have a minimum of a high school graduate equivalent or GED.
- Complete 40 hours phlebotomy class training from an approved school.
- Document completion of at least 50 venipunctures and 10 skin punctures, on the job.
- Pass an approved phlebotomy certification exam.
- Apply for certification, pay application fee.

A person with more than 1040 hours phlebotomy experience (more than half a year) must meet the following;

- Have a minimum of a high school graduate equivalent or GED.
- Complete 20 hours phlebotomy class training from an approved school.
- Document completion of at least 50 venipunctures and 10 skin punctures, on the job.
- Pass an approved phlebotomy certification exam.
- Apply for certification, pay application fee.

Electrician Certification

Existing law requires that persons performing work as electrician under a C-10 licensed contractor be certified pursuant to certification standards established by the Division of Labor Standards Enforcement. “Electricians” is defined as all persons who engage in the connection of electrical devices for licensed electrical contractors, specifically, all electricians who make connections of greater than100 volt amps who work for C-10 contractors are required to be certified. The California Labor Code Section 108 authorizes the California Division of Labor Standards Enforcement to issue certification cards to electricians who have been certified pursuant to its rules and regulations. In order to be certified, an applicant must have the required experience, and pass a certification examination. Under Department of Industrial Relations Section 291.3 an applicant must provide proof of experience which may be done by showing:

- Successful completion of an apprenticeship program approved by the California Apprenticeship Council, the Federal Bureau of Apprenticeship Training, or a state apprenticeship council authorized by the Federal Bureau of Apprenticeship Training to approve apprenticeship programs, in the classification for which certification is sought; or
- On-the-job experience, as follows: General Electrician: 8000 hours of work for a C-10 electrical contractor installing, constructing or maintaining electrical systems covered by the National Electrical Code. The 8000hours must consist of work in two or more of the areas, as per Chapter 2, Subchapter 4 of the California Apprenticeship Council, Section 291.1(Eligibility for Certification).

If a person wants to perform electrical work for a C-10 contractor and does not yet qualify to take the certification exam because of lack of work experience or related instruction, that person can do so legally by registering as an electrician trainee. An electrician trainee must be enrolled in a state approved school and under the supervision of a certified electrician that supervises only one electrician trainee. IBT will assist students in obtaining their Electrician Trainee (ET) Card within the first few months of the program.

For more details the California Division of Labor Standards Enforcement maintains a web site at https://www.dir.ca.gov/dlse/ecu/electricaltrainee.htm where more information can be found on the following:

- California Labor Code definition of an electrician trainee
- Deadlines for electrician certification
- Electrician trainee registration form

Cardiovascular Sonography Certification Disclosure
The School's Cardiovascular Sonography (CVS) program is accredited by the Accrediting Council for Continuing Education & Training (ACCET). Graduates of the School's CVS program are eligible to sit for a registry exam administered by the Cardiac Credentialing International (CCI) and American Registry of Diagnostic Medical Sonographers (ARDMS) via the different prerequisite paths that CCI and ARDMS outlines. Please note that the CCI and ARDMS prerequisites listed below are also subject to change at any time and without notice by CCI and ARDMS and the School does not control the prerequisite requirements of the CCI and ARDMS.

Additional information about earning CCI credentials can be obtained at https://cci-online.org/ (See Credentials tab). Additional information about earning ARDMS credentials can be obtained at https://www.ardms.org/get-certified/

While there are several eligible prerequisite paths to achieve certification, IBT believes that these specific prerequisite pathways, and this combination of credentialing exams taken in this specific order, will best meet the needs of the majority of the school's CVS program graduates for their professional careers:

Registry Board	Education	Certification	Experience	Comments
ARDMS	Successful completion of a physics class or a physics review course ***Note:*** *Successfully passing the Acoustical Physics course in IBT's CVS program meets this requirement.*	SPI (Sonography Principles & Instrumentation)	None	There is an examination fee, which IBT will pay for students on their first attempt. ***Note:*** *While there is no requirement to take the SPI exam first, IBT makes this recommendation because CVS students are eligible to take the exam immediately after completing their IBT physics courses. Students enrolled in the CVS program will take the SPI exam during their CVS1109 – Registry Review I course.*
CCI	Students must: 1) Have a high school diploma or general education diploma at the time of application; 2) And, meet either of the following criteria: CCI prerequisite RCS5: A graduate of a NON-programmatically accredited program in cardiac ultrasound (echocardiography) Or CCI prerequisite RVS5: A graduate of a NON-programmatically accredited program in vascular ultrasound. ***Note:*** *Successful completion of IBT's CVS program meets all requirements above.*	RCS (Registered Cardiac Sonographer) **Or** RVS (Registered Vascular Specialist)	Minimum of one year of specialty training and includes a minimum of 800 clinical hours in the specialty in which the examination is being requested. ***Notes:*** *Successful completion of the clinical courses in IBT's CVS program meets this requirement.* *Students who complete their clinicals in echocardiography (CVS2211P and CVS2213P) are eligible for the RCS exam.* *Students who complete their clinicals in Vascular Sonography (CVS2212P and CVS2214P) are eligible for the RVS exam.*	There is an examination fee, which IBT will pay for students on their first attempt at either the RCS or RVS exam. ***Note:*** *Students can take these exams before they graduate from the CVS program. However, students passing the RCS or RVS exam before graduation will not receive their license until they provide CCI with proof of graduation.*

ARDMS	ARDMS Prerequisite 5: General—Student must hold one of the following Active credentials: ONLY RCS, RCCS or RVS through Cardiovascular Credentialing International (CCI) ***Notes:*** *Successfully passing either the RCS or RVS exam in the step IBT outlines above meets this requirement.* *While passing the SPI exam is not a prerequisite for taking either of the exams in this category, ARDMS will not award RDCS or RVT certification until a student has also passed their SPI exam.*	RDCS (Registered Diagnostic Cardiac Sonographer) **And/Or** RVT (Registered Vascular Technologist)	Previously met by achievement of other organization's certification. ***Note:*** *Successfully passing either CCI's RCS or RVS exam in the step IBT outlines above meets this requirement.*	Each exam has an examination fee. IBT will pay for students on their first attempt at either the AE or RVT exam. **IBT graduates may be eligible to sit for either or both of the following:** Adult Echocardiography (AE) Examination* **And/Or** Registered Vascular Technologist (RVT) examination ***Notes:*** *With the required clinical experience letter provided by the school, IBT Students who successfully pass either CCI's RCS or RVS exam are qualified to sit for both the AE and RVT exams above, regardless of their clinical specialty at IBT.* **While students may also take the Fetal Echocardiography (FE) Examination or Pediatric Echocardiography (PE) Examination, the curriculum in IBT's CVS program specifically prepares students for the Adult Echocardiography (AE) Examination.*

Additional Exam Requirement Notes

ARDMS requires: Copy of a non-expired government-issued photo identification (ID) with signature; the first and last names on the ID must exactly match the first and last names in your ARDMS/APCA record.

CCI requires: 2 forms of ID

- The first and last name that the candidate uses to register must match exactly the first and last name on both of the IDs that are presented on test day.
- All IDs required must be issued by the country in which the candidate is testing. If the candidate does not have a qualifying primary ID issued from the country they are testing in, an International Travel Passport from their country of citizenship is required, along with a secondary ID.
- Candidate is required to present two forms of original (no photo copies), valid (unexpired) IDs; one form as a primary ID (government issued with name, recent recognizable photo, and signature) and one form as a secondary ID (with at least a name and signature, or name and recent recognizable photo).

Primary ID:

- International Travel Passport
- Driver's license
- Military ID (including spouse & dependents)
- Identification card (national/state/province identity card)
- Alien registration card (green card, permanent resident, visa)
- Local language ID (not in Roman characters) – accepted only if issued from the Country the Candidate is testing in

Secondary ID:

- Any ID containing at least name and signature, or name and recent recognizable photo that meets above ID requirement
- In Japan, a valid Blue Japanese Health Card is acceptable

The following eligibility prerequisite documentation will be provided by the school to the graduate upon successful completion of the CVS program:

1) Official School transcript;
2) Education program certificate (Diploma);
3) Original student verification letter from the School's educational program director verifying length of ultrasound experience/successful completion of sonography program;
4) Original student clinical experience letter.
5) Original signed and completed clinical verification form for the appropriate specialty areas.

PLEASE NOTE THAT BEING A REGISTERED DIAGNOSTIC MEDICAL SONOGRAPHER IS NOT A REQUIREMENT TO WORK AS A DIAGNOSTIC MEDICAL SONOGRAPHER IN THE STATE OF CALIFORNIA AT THE PRESENT TIME. HOWEVER, EMPLOYMENT OPPORTUNITIES AND SALARY POTENTIAL WILL BE LIMITED WITHOUT BEING REGISTERED.

DISCLOSURE NOTICE TO CVS STUDENTS

The majority of hospitals and other healthcare institutions in the state of California that employ sonographers, require as a pre-condition of being hired, that each sonographer already be registered/credentialed by one of several independent, non-profit organizations that are globally recognized for their standard of excellence in sonography. Three of the most prominent of these organizations are the American Registry of Diagnostic Medical Sonography (ARDMS), the American Registry of Radiologic Technology (ARRT), and the Cardiovascular Credentialing International CCI.

All prospective students of the School's CVS program should expect that upon graduating from the School's CVS program that their graduation will be the completion of the student's first step in their career goal of becoming a successful Cardiovascular Sonographer. The School believes, given the existing hiring requirements of sonographers in California, that there is a necessary second career step that needs to be undertaken by the student in order to ensure a successful and rewarding career as a sonographer. The School highly recommends that the student after graduation complete a second career step by becoming registered and credentialed with either ARDMS or CCI. All students should budget the time, effort and commitment to be registered by one of these organizations. The School does not recommend that anyone enroll in its CVS program without the student also making the further personal commitment at the time of enrollment to additionally seek registration with ARDMS or CCI after graduation.

Additional information about ARDMS Credentials/Ultrasound Examinations can be obtained at www.ardms.org/get-certified/Pages/default.aspx or www.ardms.org

Additional information about earning CCI Credentials can be obtained at https://cci-online.org/

Interview and Tour

It is essential that the applicant visit the School for a personal interview to tour the facility and to discuss the selection of a program most suited to the applicant's needs and objectives. Admissions representatives are available for day and evening appointments. High school applicants should be accompanied by a parent or legal guardian.

Re-Admission

Students who have withdrawn from the School, and who wish to be readmitted should contact the Director of Education to update their applications. Prior tuition balances and student loan status must be clear before re-admission application forms will be processed. Students granted re-admission may have course load restrictions, specific grade and attendance requirements, and/or required advising sessions in order to remain enrolled. Students applying for re-entry agree that they may fall under any new changes that have been implemented since they last attended the School. This includes, but is not limited to, tuition increases, student services formerly offered, and curriculum changes.

Facts for Veterans

Programs at IBT are approved for the training of veterans in accordance with the Code of Federal Regulations. To check eligibility for benefits, call 1-888-GIBILL-1. Applications can be completed on-line at www.gibill.va.gov. Please print out a copy of your application and bring it to the certifying official at IBT as far in advance of enrollment as possible. **GI Bill®** is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

Advanced Standing
Upon a student's timely request, IBT will conduct an evaluation of all previous education and training, including prior experiential learning, and grant course/module credit where IBT deems it appropriate. The Director of Education (in consultation with the Program Director when appropriate) will evaluate all previous education based on supporting documentation, such as original transcripts. Please refer to the *Advanced Standing by Transfer Credit* section below for more information. The Director of Education (in consultation with the Program Director when appropriate) will evaluate all previous training and/or experiential learning through examinations of skill and subject matter. Please refer to the *Advanced Standing by Proficiency Testing* section below for more information.

Any course/module credit awarded by the school may result in a change of a student's program completion time and the total student charges for the program will be adjusted accordingly. Note: Any changes to a student's course load and/or total student charges may impact their financial aid status and award package. No more than forty-nine percent (49%) of the total clock hours may be credited by advanced standing. All previous education credit evaluation, and proficiency testing must be completed prior to the end of the first module/term of attendance. IBT does not charge any fees for evaluating or accepting transfer credit or for conducting proficiency testing. VA students need to provide copies of all prior postsecondary transcripts, including the Joint Services Transcript, to the School for evaluation. Copies of the transcripts and the evaluation will be kept in the student's VA file. Documents submitted for evaluation will not be returned to the student.

Advanced Standing by Transfer Credit
In general, IBT considers the following criteria when determining if transfer credit should be awarded:

- All previous education credit evaluation must be completed prior to the end of the first module/term of attendance.
- Courses must be from a nationally or regionally accredited institution, IBT may require students to provide a course catalog and/or syllabus from their previous school in order to make this determination.
- The comparability of the scope, depth and breadth of the course to be transferred.
- A letter grade of C (70% or above) or better is required for transfer credit to be awarded.
- The course is not considered remedial, pre-college, or developmental.
- The applicability of the course to be transferred to the student's desired program. This includes the grade and age of the previously earned credit.
- The course does not duplicate a core course that is offered as part of the one of the school's Associate degree core programs, with the exceptions noted below.
- All coursework completed at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) or a member of the Association of International Credentials Evaluators (AICE).
- IBT accepts appropriate credits transferred from the College Level Examination Program (CLEP), DANTES subject testing, and certain other professional certification examination programs. Contact the Director of Education for the current list of approved exams and minimum scores required for transfer.
- Academic Time Limits, Unless Otherwise Specified:
    - General Education courses – indefinite, with the following exceptions:
        - Anatomy and Physiology I & II with lab – Courses must have been completed no more than two (2) years prior to the date the student signs the enrollment agreement. Students may be able to receive transfer credits for courses taken more than two (2) years prior to the date the student signs the enrollment agreement if they meet the grade requirement and pass an additional examination as determined by IBT.
        - Computer Concepts and Applications - Courses must have been completed no more than five (5) years prior to most recent admission to IBT with a grade of C or better.
    - Core Courses for all programs – IBT does not accept transfer credit for these courses, with the exception of Medical Terminology I & II in the CVS program, as noted under Program Specific Requirements below.
    - Modules for Clock Hour Programs – IBT does not accept transfer credit for clock hour program modules because schools divide their curriculum into modules differently. However, students may be able to receive credit for previous education by passing a proficiency test. Please refer to the *Advanced Standing by Proficiency Testing* section below for more information.
- Program and Course Specific Requirements:
    - CVS Program: Upon review and approval from the CVS department, Students enrolling in the CVS program may receive transfer credit for Anatomy and Physiology I & II with lab and Medical Terminology I & II. Courses must have been completed no more than two (2) years prior to the

date the student signs the enrollment agreement and the student must have received a grade equivalent to a C or greater. Students may be able to receive transfer credits for courses taken more than two (2) years prior to the date the student signs the enrollment agreement if they meet the grade requirement and pass an additional examination as determined by IBT.

Advanced Standing by Proficiency Testing
Students requesting course/module credit based on previous training or experiential learning (e.g; work experience, military experience, or previous education that does not meet the criteria described in the *Advanced Standing by Transfer Credit* section above) must submit their request in writing to the Director of Education. All requests must be accompanied by documentation of the student's previous training/experiential learning, such as a resume, military discharge paperwork, or transcripts. If the Director of Education accepts the student's documentation, the student will take a proficiency test determined appropriate by the Director of Education (in consultation with the Program Director when appropriate).

- Clock hour program students may attempt to receive advanced standing by proficiency testing for no more than two non-externship modules in their program. Some modules in some programs are not available for Advanced Standing by Proficiency Testing. Consult the Director of Education for more information.
- Term-based program students may attempt to receive advanced standing by proficiency testing for the following general education courses only:
    - College Algebra
    - Composition I
    - Composition II
    - General Psychology
    - Conceptual Physics
    - Computer Concepts and Applications
- Proficiency test options include, but are not limited to IBT's final exam or midterm exam for the course in question.
- To receive credit for a proficiency exam, the student must receive a grade of 70% (C) or above.
- All proficiency testing must be completed prior to the end of the first module/term of attendance.
- Students may only attempt to receive advanced standing by proficiency testing for any specific course once. No repeated attempts will be granted.

Advanced Standing Appeal Procedures
Students who disagree with the Director of Education's decision concerning course/module credit may submit an appeal to the Campus Director. These procedures apply to both Advanced Standing by Transfer Credit and Advanced Standing by Proficiency Testing.

All appeals must be submitted in writing within five working days of the Director of Education's decision. Appeals may be submitted to the Campus Director by email to campusdirector@ibt.edu or delivered to the office of the Campus Director at 91 East Tasman Drive, San Jose, California 95134. The Campus Director may take whatever steps are deemed necessary to review and attempt to resolve the matter. All course/module credit decisions made by the Campus Director are final.

Transferability of Credits
The school is an accredited institution that is designed to provide the student with vocational career training and is not designed to prepare the student for transfer to other institutions. Upon written request, IBT will provide a student with a copy of their transcript within five business days. Additionally, the school will provide guidance and catalog with course descriptions for any student interested in transferring to another institution. Please see the Transcripts section later in the catalog for more details.

Acceptance of credits, diploma and/or degree earned at IBT is determined solely by the receiving institution. Students wishing to transfer credits, diploma and/or degree should first consult with those Institutions concerning acceptance. Accreditation alone does not guarantee that credits and/or a diploma from IBT will transfer to a new institution. The School cannot and does not guarantee credits, diploma and/or degree earned at IBT will be accepted at any other school or institution.

Articulation Agreements
IBT is not currently party to any articulation agreement with any other institution, college, or university.

Catalog Updates
IBT reserves the right to make changes to its catalog in accordance with the needs of its students or to be in compliance with applicable requirements of the BPPE, ACCET and the USDE.

English as a Second Language
IBT does not currently offer ESL classes (English as a Second Language). All instruction is provided in English. While IBT does not currently require students to document English proficiency with a specific examination, such as the Test of English as a Foreign Language (TOEFL), students are required to present documentation of education equivalent to a U.S. high school diploma for admission and, as such, are expected to have English proficiency equivalent to a high school level.

International Students
Institute for Business & Technology is authorized to issue I-20s for eligible foreign students with M-1 and F-1 visas. International students seeking enrollment must meet the school's regular admissions requirements (listed under "Admissions Procedures" earlier in this section) and contact the school at international@ibt.edu for additional information and procedures.

3. FINANCIAL INFORMATION

Tuition and Fees
A student's total tuition and fees for a given program is set forth in the Tuition and Fee Schedule accompanying this catalog. All tuition for modular programs is due in full at registration unless alternate payment arrangements are made by student at the time of enrollment. All tuition for term-based programs will be charged in accordance with the enrollment agreement. The minimum full-time course load is 12 credits per term for undergraduate programs. Textbook costs for term-based programs are dependent upon the classes for which the student is registered for that particular term.

Guaranteed Tuition Pricing
Students, once enrolled, will be guaranteed during the term of their enrollment the tuition rate and other institutional charges and fees then in effect, as of the time of their initial class start date. Students who leave the School for any reason and later return will re-enter at the then current tuition rate and institutional fee charges then in effect as of the date of their re-entry. Guaranteed tuition pricing does not apply to books and supplies which are sold to student at the prices then in effect as of the date of sale. Please refer to the Tuition and Fees Schedule in this catalog for specific program tuition and fee information.

Payment Plans
Tuition, fees, and book and supplies charges are due and payable in full at registration. Accepted methods of payment include cash, personal check and credit card. All payment arrangements must be discussed with the Business Office prior to registration. Arrangements may be made for students to pay the portion of charges not met by financial aid, scholarships, or other sources on an installment basis, which may or may not include interest charges depending on the length of the student's program and the amount of the remaining debt. Late payment fees are applicable as solely determined by the school. Students who qualify for state or federal financial assistance programs are able to use certain loan and grant funds to meet their financial obligation to the School even though the aid may not yet have been disbursed to them or credited to their accounts. Students expecting to use government 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 to the School. Working students who are eligible for company-sponsored tuition reimbursement should advise the Business Office.

Past Due Accounts
Any student who is delinquent in payments due to the School is subject to exclusion from School privileges including, but not limited to, continuing enrollment, attending class, receiving grade reports, awarding of course credit, being graduated, issuance of diploma, and using career placement services. Student accounts that are over ninety (90) days old may be referred to collection agencies at the discretion of the School. Collection costs and attorneys' fees will be added by the School to any outstanding balance.

Cancellation and Refund Policy
IBT has adopted the following as its institutional cancellation and refund policy:

Student (and, in the case of a student under legal age, her/his parent or guardian) has the right to cancel the student's enrollment agreement and obtain a refund of charges paid through the second Tuesday following the Student's attendance at the first class session or the seventh business day after enrollment, whichever is later. The School shall refund any amount paid by Student within 45 days after it receives the notice of cancellation. Notice of cancellation may be given by mail, hand delivery, or fax. The notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed with postage prepaid. The written notice of cancellation need not take any particular form and, however expressed, is effective if it states that Student no longer wishes to be bound by their enrollment agreement. Further, if Student has received federal student financial aid funds, Student is entitled to a refund of moneys not paid from federal student financial aid program funds. Additionally, students who have not visited the School facility prior to enrollment will have the opportunity to withdraw without penalty within three days, following either the regularly scheduled orientation procedures or following a tour of the School.

If a student accepted by the school never attends class (no show) or cancels prior to the start of class, the school will refund to the student all the money he/she has paid, minus the registration fee. For students whose program is cancelled by the school subsequent to a student's enrollment, the school shall refund all monies paid by the student. Applicants rejected for enrollment at the school shall receive a full refund of all monies paid, including the registration fee paid.

State of California Refund Calculation

Student Withdrawal, Refund Policy, and Hypothetical Refund Example

Student has the right to withdraw from a course of study at any time and pay only for tuition reflective of the amount of time student was enrolled, in addition to registration fees, non-returned books and supplies fees, and other institutional charges. The student may withdraw by written notice to IBT or by student's conduct, including, but not limited to, student's lack of attendance. Written notification can be delivered to the Campus Director in person, by US mail at the School's address on page 1 of this Catalog, or by email at: campusdirector@ibt.edu. If student withdraws prior to completion of the course of study in which she/he is enrolled the School determines whether the student is eligible for a refund of monies paid based on a pro-rata calculation formula (see example below) up until the student has been enrolled for sixty percent (60%) of the scheduled hours of the course. Should the number of scheduled hours during student's enrollment in the course exceed sixty percent of the total hours in the course, the institution shall have earned and will retain 100 percent of the institutional charges assessed to the student, as specified on page one of student's enrollment agreement. If student withdraws from her/his course of study after the deadline for student's right to cancel student's enrollment agreement has passed *and* the student is entitled to a refund per the pro rata calculation mentioned above, the School will issue such refund to student, less a registration fee not to exceed $250.00, within forty-five (45) days following the student's withdrawal. Students re-enrolling after a terminated enrollment will be charged tuition and fees at the then current rates.

A hypothetical refund example according to the state pro rata policy is provided to student as follows: Assume a student, upon enrollment in a 720-hour Program, pays $19,291.00 for tuition, plus $65.00 for registration, $564.00 total for Books and Uniforms, and $0.00 for STRF as specified in an enrollment agreement for a Total Paid of $19,920.00 and was scheduled 240 hours at the time of withdrawal, without returning the Books and Uniforms obtained. The pro rata refund to the student would be $12,860.67 based on the calculation stated below:

Total Paid	$19,920.00	Total Hours in Course	720
Less Registration (Not Refundable)	($65.00)*	Scheduled Hours	240
Less Unreturned Books and Uniforms	($564.00)	Remaining Hours	480
Less STRF (Not Refundable)	($0.00)		
Equals amount paid for instruction	$19,291.00 ÷ 720 Total Hours × 480 Remaining Hours = $12,860.67 Refund Amount		

**This amount represents IBT's registration fee, which does not exceed the $250 maximum allowed by the state or the $200 maximum allowed by the Accrediting Council for Continuing Education & Training.*

In the event student receives a refund check and subsequently misplaces the refund check or otherwise requires a reissued refund check, School will reissue the refund check, less a $50 reissue fee to cover the costs of processing a new check and canceling the initial check.

Books

The word "Books" used in this catalog and in any enrollment agreement with a student includes textbooks, ebooks, textbook supplemental materials, consumable classroom supplies, materials, tools, electrical appliances and devices, or other goods issued to a student for student's participation in her/his course of study. A student must return to School any unopened/unused Books within 30 days following the date of a student's notice of cancellation to School in order to receive credit on student's account for the returned items. If Student fails to return the Books within this 30-day period, the School may charge Student for the Books and, if applicable, deduct it from any refund due to Student. The School shall refund any amount exceeding the charges for the Books within 45 days after the period within which the Student is required to return the Books. Student agrees that any used or opened Books may not be returned for credit under any circumstances.

Financial Assistance

All students are encouraged to meet with a Financial Aid Officer in order to determine their financial aid qualifications. The Financial Aid Office administers federal financial aid and assists students receiving benefits such as those offered through Vocational Rehabilitation, the Workforce Investment Act, and other agencies. The office assists those students with calculated financial need, as determined by the U.S. Department of Education. The operation of the office is based upon the Department of Education's concept of "needs analysis," which expects a student and his/her family to meet educational expenses as completely as possible. All students applying for financial aid are asked (and maybe required only if selected for verification) to submit copies of appropriate federal income tax returns to help ensure the accuracy of the information provided. Students classified by the Department of Education as "dependent" may also be required to submit copies of their parents' federal income tax returns.

Financial Aid – Consumer Information

In accordance with federal regulations set forth by the Higher Education Act of 1965, as amended, the school provides this Student Disclosures Schedule as means to disseminate required student consumer and "Right-To-Know" Act information. The School's Financial Aid Office offers assistance to students seeking financial aid for their educational costs while complying with all federal, state and institutional regulations. Anyone seeking financial aid information or assistance, or seeking consumer information at the School will be provided with access to the required financial aid forms and disclosures, this Student Disclosures Schedule and the School catalog which provides a brief description of the Financial Aid process and explains how financial aid information and assistance may be obtained.

Financial Aid Office
The Financial Aid Office's mission is to provide optimal customer service while helping students secure financial assistance to cover as much of their educational expenses as possible. The School's Financial Aid Representative is available in person or by telephone during normal business operating hours to help students determine an affordable way to pay for school.

Student Financing Options

The School offers a variety of financing options and payment terms to help students finance their education.

Primary Financing Options

Cash Payment
The Cash option allows students to either pay their program costs in full prior to the start date of the program or in payment installments, with financing options to be discussed with the business office. Documents required for full Cash paying students are:

- Enrollment Agreement and Disclosure Statements

Employer/Agency Contract Billing Program
Students who are eligible to receive tuition assistance from their employer, workforce agency or the Veteran's Administration will submit an approved tuition authorization form or tuition voucher completed and signed by an official employer, agency or VA representative. The authorization form, voucher or Military form must be submitted to the school's Financial Aid Office prior to the first class session in order for the School's Financial Aid Office to bill the employer or agency for the student's program costs. Documents required for students participating in the Employer/Agency Contract Billing Program are:

- Enrollment Agreement and Disclosure Statements
- Approved Tuition Authorization Form, Tuition Voucher or Military Form(s)

Financial Aid Programs
Financial aid consists of funding provided through federal and state governments and institutional sources to help cover educational expenses. This funding consists of grants and scholarships that do not have to be repaid and loans that have a variety of repayment options. Financial Aid is available for those who qualify and there are different types of Financial Aid Programs. The School Financial Aid Representative can assist students in determining if they qualify for any of the following types of Financial Aid:

Federal Pell Grant: The Federal Pell Grant is a need-based federal grant for undergraduate students and it does not require repayment.

Federal Supplemental Educational Opportunity Grant (FSEOG): The FSEOG is a grant for undergraduate students with exceptional financial need. The FSEOG program is administered directly by the financial aid office at IBT.

William D. Ford Direct Loan Program: The William D. Ford Direct Loan Program offers low interest, government-funded loans that include Direct Stafford Loans (subsidized and unsubsidized), Direct Parent Loans

(PLUS) and Direct Consolidation Loans. These long-term loans are available to students who are enrolled at least half- time in school:

Direct Subsidized Stafford Loan: The Direct Subsidized Stafford Loan is a need-based loan and has a fixed interest rate, which is paid by the government while students are in school at least half-time and during any periods of deferment. Repayment begins six months after students graduate, leave school or drop below half-time enrollment status.

Direct Unsubsidized Stafford Loan: The Direct Unsubsidized Stafford Loan is a non-need-based loan available to all eligible students regardless of income. The interest rate is fixed and begins to accrue at the time of disbursement. Students are responsible for paying accrued interest but may choose to defer and capitalize interest payments. Repayment begins six months after students graduate, leave school or drop below half-time status.

Direct Parent Loans for Undergraduate Students (PLUS): For students who qualify as a dependent, parents may choose to use the Direct Parent Loans for Undergraduate Students to borrow up to the total cost of their child's education, minus any other aid the child may be eligible for. The loan is credit based, the interest rate is fixed and loan interest begins to accrue at the time of disbursement. Repayment typically begins within 60 days after the loan has been fully disbursed.

Note: Students whose parents are applying for a PLUS loan will require additional documents such as credit approval and a PLUS Master Promissory Note. Students who are selected for verification will require additional documents upon the school's request.

Disclosure National Student Loan Data System (NSLDS)
The School is required to disclose to all borrowers that any loan borrowed by the student or eligible parent will be submitted to the National Student Loan Data System (NSLDS). This information reported to NSLDS will be accessible by guarantee agencies, lenders, and institutions determined to be authorized users of the data system.

Borrowers may review their NSLDS history and information at any time at studentaid.gov.

Admissions Disclosure Statement
(Only for Recipients of Stafford Student Loans)
The School is required by Federal law to advise you that, except in the case of a loan made or originated by the institution, your dissatisfaction with or non-receipt of the educational services being offered by this institution, does not excuse you (the borrower) from repayment of any Stafford loan made to you (the borrower) for enrollment at this institution. Student remains responsible for all incurred charges regardless of the amount of any actual financial aid received. Student agrees that if Student obtains a loan to pay for a course of study, Student will have the responsibility to repay the full amount of the loan, plus interest and any applicable loan fees.

Documents required for students applying for any type of Federal Financial Aid are:
- Enrollment Agreement and Disclosure Statements
- Free Application for Federal Student Aid (FAFSA)
- Federal Student Loan Entrance Counseling
- Direct Loan Master Promissory Note
- Understanding Disbursements of Federal Financial Aid Funds
- Title IV Credit Balance Authorization
- Other Documents as Required

Institutional Payment Plans
If one of the primary financing options does not fully cover the student's program costs, the School offers institutional payment plans that can help bridge that financial gap. The School's institutional and alternative loan programs are convenient and affordable. The first payment is due 30 days from the day the student begins school and the interest rate is fixed throughout the term of the note/contract. (If the balance owed exceeds a certain cost, a down payment may be required during the first week of school.) In addition, where available, students may have their monthly payments automatically debited against a credit card or checking account. Consult the business office for availability.

Documents required are:
- Enrollment Agreement and Disclosure Statements

Other Sources of Financial Assistance

Students may choose to seek financial assistance through other sources, such as third-party loans, employer reimbursement, Veterans Assistance, community groups, and private organizations that offer scholarships and special awards. Ask the School Financial Aid Representative for more information.

Corporate Reimbursement Programs
An employed student maybe eligible for tuition reimbursement through their employer's benefits program. Employer reimbursement amounts vary and are usually made payable directly to the student upon the student providing a program schedule, tuition invoice or receipt, and an official "passing" grade card to their employer. In turn, the student may use their reimbursement checks to make cash payments or pay off loans related to educational expenses.

Students who receive corporate reimbursement are still required to select one of the School's primary financing options (e.g. Financial Aid, Cash) to cover educational costs and related expenses. All payments must be made in accordance with the school's financial policies and procedures.

AmeriCorps
AmeriCorps provides full-time educational awards in return for community service work. To learn more, visit www.americoprs.gov or call 1-800-942-2677.

The Division of Vocational Rehabilitation
The Division of Vocational Rehabilitation provides services and financial assistance to students with certain disabilities. For more information, contact a local Division of Vocational Rehabilitation.

Work force Investment Act (WIA)
The Department of Labor may provide services and financial assistance to individuals who are participating in their training programs. To learn more, contact the local community Department of Labor.

State Grants and Scholarships
Many states provide grants and scholarship programs to promote post-secondary education. To find out which grants and scholarships are available, consult your state government's website.

Community Organization Funds
Many charities and community, civic and religious organizations offer grant and scholarship opportunities that can help students finance their education if they meet specific eligibility requirements. Students can inquire with local community organizations to find out what is available and how they can qualify.

Private Organizations
Students may seek financial support through donations and scholarships from private clubs, businesses and ethnic organizations. Students may also ask parents, relatives and friends to help support their decision to return to school.

Veterans Assistance and Loans (VA)

Veterans, active duty service persons, reservists or otherwise eligible members (such as spouses and dependents) may be eligible to qualify for various VA educational assistance programs. Eligibility criteria for military educational assistance and benefits vary by state and school. Applicants must first check with the Veterans Affairs Administration Office to see if they qualify for benefits.

The school does not penalize students using VA Education benefit programs under Chapters 33 and 31 due to the delayed disbursement funding from the Department of Veterans Affairs, providing students submit a Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of their program start, a written request to use such entitlement, and any additional information needed to certify enrollment. In compliance with Title 38 USC 3679 (e), students providing the required documentation will continue have access to classes, libraries, and other institutional facilities as outlined in this catalog. No late fees will be assessed and students accounts will be considered on hold.

Students who receive VA educational benefits are still required to select one of the School's primary financing options (e.g. Financial Aid, Cash) to cover educational costs and related expenses not covered directly by the VA.

All payments to this primary financing option must be made in accordance with the school's financial policies and procedures.

Students who have questions about these benefits should contact the U.S Department of Veteran Affairs, visit www.gibill.va.gov or call 1-888-GIBILL-1 (1-888-442-4551). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill. VA education benefits include but are not limited to the following:

- Post-9/11 GI Bill ® (Chapter 33) http://www.benefits.va.gov/gibill/post911_gibill.asp
- Transfer of Post-9/11 GI Bill ® Benefits to Dependents (TEB) http://www.benefits.va.gov/gibill/post911_transfer.asp
- Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) http://www.benefits.va.gov/gibill/yellow_ribbon.asp
- Montgomery GI Bill ® – Active Duty (Chapter 30) http://www.benefits.va.gov/gibill/mgib_ad.asp
- Montgomery GI Bill ® – Selected Reserve (MGIB-SR / Chapter 1606) http://www.benefits.va.gov/gibill/mgib_sr.asp
- Veterans Educational Assistance Program (VEAP / Chapter 32) http://www.benefits.va.gov/gibill/veap.asp
- Survivors' and Dependents' Educational Assistance Program (DEA / Chapter 35) http://www.benefits.va.gov/gibill/survivor_dependent_assistance.asp
- National Call to Service Program (NCS) http://www.benefits.va.gov/gibill/national_call_to_service.asp
- Vocational Rehabilitation (Chapter 31) http://www.benefits.va.gov/vocrehab/eligibility_and_entitlement.asp

Financial Aid Process and Information

Applying for Financial Aid

Students who are interested in applying for Federal Financial Aid assistance are required to complete and sign a Free Application for Federal Student Aid (FAFSA) and several forms (electronic and/or hard copy) to begin the process. All documents must be submitted in a timely manner to allow the Financial Aid Office adequate time to process an application for Financial Aid. To apply for Financial Aid, the student must complete the following steps 1-4 by accessing the website https://studentloans.gov:

1. Create a federal student user ID and password
2. Complete and submit the Free Application for Federal Student Aid (FAFSA)
3. Complete a Federal Student Loan Entrance Counseling Session
4. Complete and submit the Direct Loan Master Promissory Note

In addition, the student must complete and submit other required forms or documentation as requested by the School's Financial Aid Office.

Compliance Statement

The Federal Privacy Act of 1974 requires that students be notified in the event the disclosure of their social security number is mandatory. Students' social security numbers are used to verify students' identities and to process the awarding of funds, collection of funds, and tracing of individuals who have borrowed funds from Federal, State or private programs.

Student Eligibility for Financial Aid

The Free Application for Federal Student Aid will ask a series of questions that will determine a student's eligibility and dependency status. If a student is considered a dependent, the student will need to provide their parents' information as well.

Federal eligibility requirements to apply for Financial Aid include:

- Being a U.S. citizen or eligible non-citizen such as a permanent resident, or in the United States for other than temporary purposes.
- Having a valid social security number.
- Having a valid form of identification.
- Being registered for the draft with the Selective Service, for males who are at least 18 years old and born after December 31, 1959.

- Having a high school diploma, GED or equivalent.
- Not owing a refund on a federal grant or being in default on a federal educational loan.
- Being enrolled or accepted for enrollment as a regular student in an eligible program.
- Making satisfactory academic progress (refer to the school catalog for the definition of satisfactory progress).
- Not having previously received a Bachelor's degree for the Federal Pell Grant
- Opportunity Grant (FSEOG) and Federal Pell Programs.

Note: For the purposes of applying for Financial Aid, a dependent student is an undergraduate who is under the age of 24, not married, has no legal dependents, is not an orphan or ward of the court, and is not a Veteran of the U.S. Armed Forces.

Submitting the FAFSA
Once a student completes and submits a FAFSA, the information contained on the FAFSA is reviewed by the Department of Education's Central Processing System (CPS). An estimated family contribution (EFC) will be calculated using a formula approved by Congress, which is based on the student's (and/or spouse or parent's) income and asset information. The student's EFC will determine the amount of Federal Pell Grant funds the student may be eligible to receive. In certain cases, verification of information submitted may be required. If the student's FAFSA is selected by the Department of Education's CPS, the school will be required to complete additional steps to ensure the information the student provided on the FAFSA is correct.

Determining Financial Need
The student's financial need is the difference between the actual cost of their education and the amount that the student (or parents) will contribute (the EFC). Financial Aid is then used to cover the gap between these contributions and the total cost of the student's education.

Here's how it works:

Cost of Attendance (COA) *(tuition, fees, books, supplies, room & board, transportation, & miscellaneous personal expenses)*
— **The student's expected family contribution (EFC)**

= The student's financial need

Each program within the school has a different student expense budget. The specific expense budget will depend upon the tuition, course length, books, fees, supplies, etc. for that program, as well as certain indirect costs. These indirect costs represent an estimated student budget for living expenses, including room and board, personal expenses and transportation, both for students living on their own and with their parents. Students will not be charged for these estimated indirect costs – the school does not offer housing, meal plans, or transportation for students – they will be used to determine a student's financial need only. Actual tuition, books, fees, and supplies for the program in which the student enrolls, as well the indirect costs used by the Financial Aid Office, can be obtained from the school's Financial Aid Office and are listed in the Tuition and Fees section of this catalog.

Verifying FAFSA Information
A student applying for Financial Aid may be required to verify the information submitted on their Free Application for Federal Student Aid (FAFSA). This inquiry is known as Verification and is required by the Department of Education. If a student's application is selected for verification, the school will require the student to submit any or several of the following items within a specified time frame in order to continue processing Financial Aid:

- Adjusted gross income (AGI) for the base year
- U.S. income taxes paid for the base year
- Number of family members in the household
- Number of family members attending post-secondary education as at least half-time students
- Any child support received
- Any food stamps received
- Other untaxed income and benefits

All of the required information must be submitted by the due date in order for the student applying for Financial Aid to be eligible for federal assistance. In cases where this is not possible, the student will be required to pay cash or set up a satisfactory payment arrangement to maintain their regular enrollment status.

Receiving an Award Notification

After careful evaluation of a student's Financial Aid application, the student's eligibility for Financial Aid is determined and the school issues an Award Letter detailing the student's estimated Cost of Attendance, the Financial Aid awards by fund type, the estimated disbursement dates and estimated disbursement amounts of aid. The school's Financial Aid Representative will discuss the contents of the Award Letter with the student and the student will acknowledgement receipt of the Award Letter.

Maintaining Regular Enrollment Status and Satisfactory Academic Progress

After the student's eligibility is determined, the amount of Financial Aid and the receipt of funds are contingent upon the student's (a) enrollment status and (b) ability to meeting satisfactory academic progress:

A. Maintaining Enrollment Status

- To receive benefit of a grant, a student must be enrolled as a full time student, as defined by the school for financial aid purposes.
- To receive Federal Direct Loan funds, a student must be enrolled in at least half-time, as defined by the school for financial aid purposes.
- The amount of certain federal grants and loans may be adjusted or prorated, depending on the student's enrollment status. The School must administer federal aid in accordance with Federal regulations.
- A student's financial aid award may be adjusted up through the last day of attendance for tuition adjustment due to enrollment changes.
- A student who registers for classes but does not attend at least one class session is not eligible to receive federal, state, or institutional funds.

B. Meeting Satisfactory Academic Progress

A student receiving Financial Aid must maintain certain standards of academic progress toward graduation, and the school is required to have and enforce a policy to check Academic progress throughout the course of the student's program of study. Therefore, an eligible student applying for Financial Aid must maintain the School's standards of academic progress in order to be eligible to receive Financial Aid funds. Please refer to the Satisfactory Academic Progress policy in the Academic Resources, Policies and Procedures section of this catalog for academic progress standards, evaluation checkpoints, probation and other consequences of not meeting Satisfactory Academic Progress, and other policy details.

Disbursing Financial Aid Funds

Funds from the Direct Loan program will be utilized to cover institutional charges via a direct credit entry to the student's account. The student must authorize the institution (in writing) to credit their account with funds disbursed in subsequent payment periods for charges assessed in prior payment periods within the same academic year. Consistent with the school's attendance policy, payment periods for clock hour programs are determined based on a student reaching specific clock hour thresholds, inclusive of excused absences.

Title IV credit balances are created when the Title IV awards exceed the total of the institutional charges in the period. After the applicable school charges have been covered, if funds are still available; those funds will be paid directly to the student to cover additional education-related expenses (i.e., housing, transportation, etc.). Students will be required to sign a Promissory Note for any loan program received, stating their repayment obligations. All funds awarded to students are subject to the submission of required documentation, compliance with the school Satisfactory Academic Progress policy, and with school rules and regulations. The availability of federal funds in general is subject to the continuous eligibility of the student and the institution, as well to the continuous appropriations of funds from the U.S. Department of Education. Students should be and will be fully informed of loan obligations prior to authorizing the institution to credit their account with any available FSA funds for any current direct institutional charges for tuition and fees, and any other institutional charges for books and supplies provided by the institution and assessed to the account; and a maximum of $200.00 for direct institutional charges incurred in the prior academic year/loan period. If any FSA disbursements from loan funds are considered late disbursement and post withdrawal disbursements, the student will be informed and requested to approve those disbursements. This institution does not provide room and board accommodations.

Receiving a Disbursement Notification

The School must notify a student (or parent) of when Financial Aid funds are disbursed and credited to the student's account by issuing a Disbursement Notification. The student (or parent) will be notified by the School no earlier than 30 days before and no later than 30 days after crediting funds to the student's account. The Disbursement Notification will include (a) the anticipated disbursement date, (b) the amount of the disbursement, and (c) the source of the Financial Aid funds disbursed to the student's account. If the fund source includes any

Direct Stafford Loan funds, the notification will indicate which portion of the funds disbursed are subsidized loans and/or unsubsidized loans.

Note: The Disbursement Notification indicates a close approximation of the net disbursement amount received by the School since the actual loan disbursements received may differ slightly from the amount expected to be receive due to loan fees and rounding differences.

Changing Enrollment Status after Receipt of Financial Aid
A student's decision to drop or change a program of study is based on academic and personal considerations and should be made in consultation with the Campus Director and the Financial Aid Office. Changing program schedules, dropping coursework, withdrawing from school has implications for student eligibility of Financial Aid funds and may result in a balance owed to the school.

Returning Title IV Funds (R2T4)
A student earns their Financial Aid (Title IV) funds on a prorated basis over the first 60% of the scheduled hours for each payment period. After attending 60% of scheduled hours of the payment period, the student is eligible to retain 100% of the Title IV funds scheduled for that payment period.

As a result, the School is required to return Financial Aid (Title IV) funds, if a student receiving Financial Aid withdraws during the first 60 percent of the scheduled hours for that payment period. The refund calculation and process is governed by federal regulation, and the school is required (a) to determine the portion of aid earned by the student up until the date of withdrawal and (b) to refund or repay the amount of unearned aid.

Note: For the purposes of the Title IV refund policy, the student's official withdrawal is the date the student initiated the withdrawal process or notified the School of their intention to withdraw. In the event of an unofficial withdrawal, the School determines the student's last date of attendance that is documented in the School's records and uses that date as the withdrawal date. The U.S. Federal Government determines the amount of Title IV funds a student has earned, as of the withdrawal date.

If a student withdraws, the School is required to calculate and return all unearned financial aid for that payment period and is subject to the Return of Title IV policy. As a result, the School must (a) complete the refund calculation in a timely manner, (b) adjust the awards, (c) refund/repay the unearned aid, and (d) notify the student in writing of the refund calculation results. If a refund of Title IV funds is required, funds are returned to the appropriate Federal Aid Program(s) in the following order:

1. Federal Unsubsidized Direct Loan Program
2. Federal Subsidized Direct Loan Program
3. Federal Direct PLUS Program
4. Federal Pell Grant Program
6. Federal SEOG Program
7. Other Title IV Programs

Institutional Refund Calculation
Please refer to the school's cancellation and refund policy earlier in this section.

Reapplying for Financial Aid
As eligibility for Financial Aid is evaluated at the beginning of each academic year, a student must submit a new financial aid application for each academic year of their enrollment. Many programs can be completed within one academic year and will not need to reapply for financial aid. If a student is enrolled in a program which is longer than one academic year, however, financial assistance may change and the student will need to reapply for Financial Aid by submitting a new financial aid application.

Seeking Additional Information
Students (and/or parents) who wish to seek additional information about Financial Aid and the Financial Aid process can refer to:

- The school's Financial Aid page located on the school home page via the intranet
- The Department of Education's guide to Funding Your Education, which can be downloaded from the websites www.studentloans.gov or www.fafsa.ed.gov
- The School's Enrollment Agreement
- The Federal Student Aid Information Center: 1-800-4-FED-AID (1-800-433-3243)
- The Department of Education websites: www.studentaid.ed.gov, https://studentloans.gov or www.fafsa.ed.gov

4. STUDENT SERVICES AND REGULATIONS

Career Services Department
The Career Services Department assists graduates in finding entry level employment in their field of study. Neither the Career Services Department nor any IBT employees can guarantee graduates a job or a specific salary level. Much of the graduate's ability to find employment has to do with good grades and attendance, attitude, motivation, and working closely with the Career Services Department. The student's ability to pass a background check may also be a job qualifying factor, especially in the medical field.

The Career Services staff provides assistance with job leads before and after graduation, resume preparation, cover letter development, job applications, and scheduling interviews. All candidates for graduation are required to complete a placement information form designed to assist the Career Services staff in matching graduates with job leads. Students are notified when a matching job is available and the Career Services staff assists the student in scheduling an interview. Graduates are also welcome to scan recent job announcements and job postings by visiting or emailing the Career Services Department.

School Graduate Employment Gift
Upon the completion of their program of instruction every graduate of the School becomes eligible to receive that School's Graduate Employment Gift. The Gift is a $100 check. A graduate of the School is eligible to receive one Gift only. In order to receive their Gift, the graduate needs to provide to the Career Services Department a copy of their paystubs along with salary information showing they have been employed at least 30 hours or more per week for 5 weeks/35 days. The graduate's employment position must be career related to the graduate's completed program of instruction at the School. The check will be issued to the graduate two weeks after the date of their employment verification by the Career Services Department.

Advising Services
Advising services are available to assist students in resolving educational, career, and vocational issues. The Director of Education can help students plan their educational program. The Director of Career Services can assist students with career related issues. The Campus Director and the Director of Education maintain a list of referral agencies for use in the event that a student requires other types of advising/counseling.

Orientation
The School provides orientation for all new students. The orientation acquaints new students with the faculty, administrators, and academic life at the School. An agenda is prepared that provides the opportunity for counseling on academic matters, registering for classes, purchasing textbooks and materials, receiving student identification cards, and having any questions addressed. All new students are required to participate in the orientation.

Students enrolling in a program with distance education may receive their orientation either online or in person at the IBT campus.

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 help outside of the class by contacting and discussing their difficulties and seek help from their instructors. Tutors are available to work with students on an "as needed" basis at no charge to the student.

Disability Accommodation Procedure
IBT's disability accommodation procedure is a collaborative and interactive process between the student and the school. IBT designates the Director of Education (or, in the absence of a Director of Education, the Campus Director) as the school's Section 504/ADA Coordinator. The student will meet with the Director of Education or with their Department Chair on campus (or over the phone) for the student to request and submit the school's Accommodations Request form and discuss disability related needs. The Director of Education and Department Chairs are available to the student to assist with questions and provide assistance in filling out the Accommodations Request form. The student will need to submit a completed Accommodations Request form and documentation of their medical condition to the Director of Education or Department Chair who will submit it to the Compliance Officer for review. The documentation of a medical condition may be from a licensed medical doctor, psychologist, audiologist, speech pathologist, registered nurse, licensed clinical social worker, marriage and family therapist, rehabilitation counselor, physical therapist, learning disability specialist, or other appropriate health professional. This documentation should verify the medical condition and suggest appropriate

accommodations for the student. The requesting student will receive a Response to Reasonable Accommodation Request (the "Response") from the Compliance Officer and will be requested to sign and date the Response acknowledging the student's agreement with the Response.

Hours of Operation
The School is open from 7:00 a.m. to 10:30 p.m., Monday through Thursday, and from 8:00 a.m. to 5:00 p.m. on Fridays. School facilities and equipment are available for student use at posted times.

ID Cards
All students, staff, and faculty are issued an ID badge. This badge must be visibly worn when inside the School. The badge is issued at no charge for the first time. The cost for issuing additional ID badges is $5.00 each.

Publications and Announcements
Announcements and updates are posted on the bulletin boards throughout the corridors, classrooms, and student lounge.

Learning Resource Center
The Learning Resource Center (LRC) offers reference sources, a collection of books and materials related to curricula. The primary function is to provide students with materials that may be used for study. Any registered student in regular attendance may utilize the library and its resources. The LRC Center hours are posted. The LRC at the School is housed in approximately a 1,900 square foot area. These materials provide the students with additional resources. In the LRC the students have access to the Internet, the Library & Information Resources Network (LIRN) Virtual Library Collection, the Alameda County Library Research Center on-line, and the Santa Clara City Library (www.library.ci.santa-clara.ca.us/). Students can access the LRC both through the LRC's physical location at the IBT campus and online via the link provided on the student dashboard in the campus learning management system. Students are introduced to the LRC and given instructions on using and accessing LRC resources during new student orientation, and are encouraged to use its resources as they progress through their programs. Directions to the location of the library are posted around the campus and are available at the front desk.

Bookstore
The bookstore stocks selected supplies and course materials. The hours of operation of the bookstore are posted and announced at registration. The bookstore is open at other times as needed. Books and supplies are available for purchase at the campus bookstore and are in addition to tuition and fees. Costs will vary by program and are specified in the Tuition and Fees Schedule supplementing this catalog. Textbooks and supplies purchased by the student become the property of the student. The bookstore is offered as a convenient service to students. Students are not required to purchase their books or supplies at the bookstore or from the School.

Housing
As most students reside within commuting distance, IBT does not maintain dormitory facilities. However, students desiring information on local housing accommodations should contact the Admissions Department. There is availability of housing reasonably nearby IBT (within a 2 to 30 mile radius from IBT's campus) that ranges from $800 to $3,000 per month for rent. IBT has no responsibility to find or assist a student in finding housing for rent or to buy a house. However, students desiring to rent or buy a house near IBT's campus may contact Zillow at http://www.zillow.com or other similar services.

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 on Campus
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 school policy and ask him/her to remove the child from the classroom. If a child is left unattended, the Campus Director or other administrator shall be notified. The parent will then be located and requested to comply with the policy. The School assumes no liability for injuries incurred by minors while on campus.

Care of Facilities
Smoking, eating, and drinking are prohibited in the classrooms and hallways of the school. IBT provides a student lounge for eating and drinking and an outside area for smoking. The campus maintains a smoke-free environment.

Campus Health Services and Vaccination Policy
The School does not have onsite health services available at its campus. However, there are local hospitals, clinics, and physicians in the vicinity of the School. IBT does not have a required vaccination policy for enrollment as a student at the School. However, students enrolling in programs with an externship should be aware that some externship sites may require students to provide proof of immunization status prior to beginning their externship. Additionally, applicants or students with communicable diseases may be prohibited from registering for classes in cases where health records indicate that a student's attendance would be detrimental to the health and safety of the student or other persons with whom the student may come in contact. Students who have significant health problems or limitations are encouraged to inform their instructors before they start a program at the School and to keep their Instructors informed if their status changes. The School seeks to assist students who have special health problems or limitations in the attainment of their educational goals.

In the event of accident or illness on campus, campus staff should notify the Campus Director immediately. The School maintains a first aid kit at the reception desk. Students who become ill, are injured, or develop health problems requiring professional attention are referred to an urgent care facility or the emergency room of the hospital closest to the School and/or the student's home. In an emergency situation that requires immediate attention, a student may be taken directly to the hospital or an appropriate emergency medical resource may be called.

Emergency Information
In the event of a fire or other disaster that requires evacuation of the School, students should vacate the building in an orderly fashion as soon as the alarm sounds or they receive other notification of an emergency, such a staff instructions. Student should gather at the designated locations so that instructors may take attendance. Re-entry into the building is not allowed until a school staff member gives the all-clear signal. Students will find evacuation routes posted in each classroom. A copy of the school's full emergency plan is available through Canvas under Announcements and on the school's website.

School Closing
When inclement weather causes the possible delay or closing of the School, IBT will announce the decision and any related information as it deems appropriate given the circumstances, by email, text, online notification, the IBT website, social media, classroom notification, other spoken or written verbal announcement, and/or on local radio or TV stations on a timely basis for the day classes and for the evening classes respectively. Closings for day and evening classes will be announced separately. When School closings are excessive, make-up classes may be required.

Address/Phone Number Changes
Students should report any change in home address, phone number or email address promptly to the School Business Office.

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 any articles found so that the owner may claim them.

Electronic Device Policy
Because of proprietary and regulatory compliance issues, electronic recording devices may be used only with permission from the instructor

Internet Policy
Because the Internet contains an unregulated collection of resources, the School cannot guarantee the accuracy of the information or the appropriateness of any material that a student may encounter. Therefore, usage of the School's on-line resources constitutes an agreement between the user and the School that a student agrees to not hold the School responsible for materials acquired by the student on the system, for violations of copyright by a student, users' mistakes, or negligence, or any costs incurred by users.

Administrative Prerogatives
The School reserves the right at any time to make changes as it seems necessary or desirable in its policies and operating procedures, to modify its tuition rates, to add to or to withdraw members from its faculty and staff, to rearrange its courses and programs as teaching policies render it desirable and consistent with appropriate approvals or notification of its accrediting and approving agencies, and to withdraw or re- sequence subjects, courses, and programs based on enrollment.

The Family Education Rights and Privacy Act (FERPA)
All students shall have the right to inspect and review their educational records, to request corrections or deletions, and to limit disclosure of the records in accordance with the Family Educational Rights and Privacy Act of 1974. See the Student Disclosures Section of this catalog for a student's rights under FERPA.

Equal Educational Opportunity
See the Student Disclosures Section of this catalog for the School's Equal Educational Opportunity Policy.

Student Conduct
The academic and student conduct policies, including the Classroom and Discipline Policies, Students Right to Know, and Student Consumer Information are contained in the Student Disclosures Section of this catalog.

Campus Security
IBT provides a safe and secure academic environment for all students, staff, and faculty. Any criminal activity within campus grounds is reported directly to the Campus Director. The Campus Director will then notify the proper authorities as necessary. Since the School's campus is located within San Jose city boundaries, the local police department is responsible for patrolling on a regular basis. Campus buildings are secured nightly following completion of classes. Parking is available in lighted areas.

5. ACADEMIC RESOURCES, POLICIES, AND PROCEDURES

This catalog is an official publication of IBT and is subject to revision at any time. IBT reserves the right to change, withdraw, supplement, or reissue this catalog or any addendum to 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 without notice at any time. Students are individually responsible for being aware of information contained in the school 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.

Class Schedule
The class schedule is based on the student's selected program scheduled. The School offers its programs through both day and evening classes. Program lengths may vary for students enrolled in some programs and in evening classes. Students must complete all courses as required in their programs of study. Students who fail courses or interrupt their studies will need to complete required courses as they become available. Day classes are conducted Monday through Thursday from 8:00 a.m. to 1:00 p.m. Individual schedules may vary by program. Evening classes are generally scheduled four evenings per week, Monday through Thursday, between 5:30 p.m. and 10:30 p.m. Individual schedules may vary by program.

Schedule and Program Changes
Students who want to make adjustments to their schedule or change their program of study must obtain permission from the Director of Education.

Withdrawal Procedure
To withdraw from an individual course or all courses, students are requested to contact the Director of Education to obtain the necessary forms and procedures for official withdrawal. Students who leave the School either by withdrawal or graduation from a program must schedule an exit interview with the Financial Aid Office. Students who are unable to finish a term due to deployment for active duty military service, whether enlisted, reserve, or National Guard, are entitled to a refund of all tuition and fees for the unfinished module. Credit will not be granted for unfinished courses, and the unfinished courses will not impact the student's Satisfactory Academic Progress. If the military student is deployed at the end of a module and completes his or her courses prior to deployment, then the tuition for that module will not be refunded, the credits will be earned, and the student's Satisfactory Academic Process will reflect the inclusion of those credits. Such a student will be released from his or her financial obligations for future modules. Deployed students who choose to return to the School following completion of the deployment can re-apply as returning students. In all cases, the military student must provide evidence, such as a copy of official orders, and/or a letter from a superior to document the activation and/or deployment.

A student may be unofficially withdrawn, dismissed, or otherwise terminated from the school if the student fails an academic probation or violates the School's rules and policies, is absent for fourteen (14) consecutive calendar days, or fails to return from an approved leave of absence on the scheduled date of return. If a student is absent for fourteen (14) consecutive calendar days, the fourteenth (14th) day then constitutes the date of withdrawal. If a student fails to return from an approved leave of absence on the scheduled date of return, the scheduled date of return constitutes the formal date of withdrawal except in the event the student notifies the institution that student will not be returning, in which case that date shall be the formal date of withdrawal.

Leave Of Absence Policy
A Leave of Absence (LOA) is a temporary break in a student's attendance in which the student is still considered to be continuously enrolled. Because a student on LOA will not attend any classes until they return from LOA, this pause in attendance will automatically move their expected graduation date to a later date in time. An LOA may be granted for unforeseen or emergency situations, including but not limited to a serious illness, a debilitating injury, military deployment, or an immediate family member's debilitating injury, serious illness, or death. No additional charges are assessed for a student on an authorized a Leave of Absence.

A student must make an LOA request in writing in advance of the LOA start date unless unforeseen circumstances prevent the student's timely request. If the student's leave request is not within the time frame of the consecutive days

of absence policy, the student's enrollment will be terminated instead. An LOA, together with any additional leaves of absence, must not exceed a total of 180 days, or one-half the program length, whichever is shorter, in any 12–month period. Multiple leaves may be permitted provided the total days of leave do not exceed this limit which begins on the first day of the student's initial LOA and must be reasonable within the context of the School's curriculum. **Please Note:** A leave of absence granted to international students enrolled on M-1 and F-1 visas must be limited to five months, during which time the students must be out of the United States.

For an LOA to be approved by the School there must be a reasonable expectation that the student will return from an approved LOA. By signing the School's LOA request form the student will confirm their understanding of the procedures and the impact of returning or failing to return to their course of study. The school will provide the student with their new expected graduation date on their LOA paperwork. Additionally, if a student requesting an LOA has a Title IV loan, the School, prior to granting an LOA, shall explain the effects that the student's failure to return from an LOA may have on the loan repayment terms, including the expiration of the grace period.

In order for the School to authorize an LOA, the student must request the LOA in writing, to include the reason for the student's request, the date the LOA will begin, and the return date from the LOA, and must date and sign the School's LOA request form.

There may be unforeseen circumstances preventing a student's timely request. For example, but not by way of limitation, if a student were injured in a car accident and needed a few weeks to recover before returning to school, the student would not have been able to request the LOA in advance. The School may grant an LOA under such circumstances provided the School documents the reason for its decision and collects the request from the student at a later date. In such cases, the beginning date of the approved LOA would be the first day the unforeseen circumstances prevented the student from attending school.

Collecting the request from the student at a later date due to unforeseen circumstances may be accomplished by:

1. The student completing, dating and signing the School's LOA request form specifying the reason for the LOA request and the return date; or
2. As a substitute for using the School's LOA request form, the School may, at the campus director's discretion, approve a student's LOA request from written communications received from a student's email(s), letter(s), fax(es), or text(s), provided that these communications confirm the student's identify by use of the student's first and last name and specify the student's reason for the LOA and expected return date.

For an LOA approved due to unforeseen circumstances where the School's LOA request form is not used, the School as soon as reasonably practicable, will provide the student written confirmation of the student's LOA status and return date. In the same confirmation or in another writing, the School shall explain the effects that the student's failure to return from an LOA may have on any Title IV loan repayment terms, including the expiration of the grace period to include the procedures and implication for returning or failing to return to their course of study. Such confirmations by the School may be accomplished by letter, email, fax, or text.

An approved LOA can be extended for an additional time period provided that the extension request meets all of the above requirements and the total days of leave do not exceed a total of 180 days or one-half the program length, whichever is shorter, in any 12–month period. Any course being "attempted" (and with attendance) will be used in the Maximum Time Frame calculation. Students who do not return on or before their scheduled return date will be considered to have withdrawn from the School.

Add/Drop Period for Term-Based Programs

In IBT's term-based programs, the first seven calendar days of each new term, including holidays, is known as the add/drop period. During the add/drop period, with approval from their department chair or the Director of Education and from the Financial Aid office, students may add or drop courses without academic penalty. For any students enrolling in a course during the add/drop period (after the course has started), attendance will be taken starting on the first scheduled class session following that student's enrollment.

Attendance Policy

The School is committed to the principle that class attendance is an essential part of its educational programs and in its goal to prepare all students for the responsibilities of their chosen career fields. Regular class attendance is mandatory in all classes and attendance is recorded for every regularly scheduled class. This attendance policy applies to all students, whether they are enrolled in a traditional in-classroom program or in a hybrid online program.

All absences, late arrivals, and early departures are recorded and become a part of the student's permanent record. A student will be required to repeat any module/course in which absences, including the time tallied for

tardies and early departures, exceed 10% of the scheduled participation hours for modular/clock hour programs or 20% of the scheduled participation hours for term-based programs. Students absent for 14 consecutive calendar days will be dismissed from the school. Note: Certain modules in the Lab Assistant program require 100% attendance in order to pass the module. Please refer to the program description for specific details.

For the purposes of recording attendance, no distinction is made between excused and unexcused absences. Students cannot be given attendance for either excused or unexcused absences, which are defined as follows:

Excused Absences – All absences up to and including 10% (20% for term-based programs) of the length of module/course are defined as excused absences with or without documentation. Excused absences cannot be made up.

Unexcused Absences – All absences over 10% (20% for term-based programs) of the length of module/course are considered unexcused, regardless of the reason for the absence. Students will be required to make-up unexcused absences to ensure 90% attendance (80% for term-based programs). See "Make-Up Hours" section of catalog for further information on make-up hours rules and requirements.

Failure to comply with the attendance policy can result in reduction of the final grade, module/course failure, suspension, or dismissal. Externship and clinic courses and programs, which are considered clock hour programs for Title IV purposes, have their own specific attendance criteria and may require make-up of all hours missed as detailed below.

Attendance Tracking

Instructors record attendance every class session, including all absences, tardies, and early departures. Attendance may be taken manually**,** digitally**,** or students may be provided with instructions on how to record their attendance electronically. All attendance is recorded in the student information system (SIS) where it will be tracked by the school registrar.

Online Attendance Policy for Degree Program Students

In addition to the previous attendance policy, the following policies apply to degree program students enrolled in programs with hybrid online and fully online courses. As with any course, the understanding of course content and final grades are dependent upon consistent study and attendance. Students are expected to attend all scheduled class sessions and complete all out-of-class assignments. Students should expect a weekly commitment of approximately 12 hours for each online or hybrid online degree course and expect to log in a minimum of three times each week per course. Attendance for the week runs from Monday, 12:01 a.m. to Sunday, 11:59 p.m. Pacific Time.

Hybrid Online Courses

To be considered present in a given week for a hybrid online course, in addition to attending all class sessions, scheduled both online and at the campus, degree students must complete one of the following: post at least once to a relevant class discussion for the week or complete one homework assignment or quiz.

Online Courses

To be considered present in a given week for a course that is taught fully online, in addition to attending all scheduled online class sessions, the student must post at least twice on two separate days to relevant class discussions for the week and complete one homework assignment or quiz.

Make-Up Hours

It is the policy of the School to allow students participating in both modular/clock hour and term-based programs to complete make-up hours, at times provided by the instructors, prior to the end of that module/course in which time is missed. Students may make up hours up to, but not exceeding, 10% of the total clock hours (up to, but not exceeding, 5% for term-based programs) for any module/course, and may only make up those hours required to meet that module's attendance requirement. Although IBT's term-based programs are measured in credits, attendance and make-up hours are based on each program's equivalent clock hours.

Modular/Clock Hour Program Example

For example, in a 120-hour module:

- A student missing up to 12 hours (10%) will meet the attendance requirement for that module and is not eligible for make-up hours.*
- A student missing more than 12 hours but no more than 24 hours (20%) is eligible for make-up hours

AND must complete sufficient make-up hours to achieve the 90% attendance requirement in order to pass that module.

- A student missing more than 24 hours (20%) cannot complete sufficient make-up hours to achieve the 90% attendance requirement for that module. He or she is ineligible for make-up hours and must repeat the module.

* Note: Certain modules in the Lab Assistant program require 100% attendance. For these modules, students missing up to 10% of total module clock hours are both eligible for make-up hours and required to complete them in order to meet the attendance requirement for the module. Please refer to the program description for specific details.

Term-Based Program Example

For example, in a 4.5-credit course with 75 equivalent clock hours:

- A student missing up to 15 hours (20%) will meet the attendance requirement for that module and is not eligible for make-up hours.
- A student missing more than 15 hours but no more than 18 hours and 45 minutes (25%) is eligible for make-up hours **AND** must complete sufficient make-up hours to achieve the 80% attendance requirement in order to pass that module.
- A student missing more than 18 hours and 45 minutes hours (25%) cannot complete sufficient make-up hours to achieve the 80% attendance requirement for that module without exceeding the 5% make-up hours maximum allowed under this policy. He or she is ineligible for make-up hours and must repeat the module.

The student is responsible for all material covered daily in each class for which he/she is registered. In no instance does absence from class relieve the student from the responsibility for the performance of any part of the class work. The student is responsible for initiating any request to make-up work missed because of class absence. The decision as to the specific type of assistance to give the student with makeup work will be announced at the beginning of the term by the instructor. Make-up of missed classes does not erase an absence from a student's record – students missing scheduled class time are not eligible for perfect attendance awards.

Hybrid online students may be able to make up missed lectures by watching the lecture recording online. In all cases, students requiring make-up work must consult their instructors for details and permission. **Note:** Watching a recorded lecture can only be counted as make-up work, not as actual attendance, because a student watching a video is unable to participate in discussions or ask questions.

All tests must be taken when scheduled. If you are absent, you will not be allowed to make up any test or quiz unless prior arrangements have been made. If a student can provide a documented reason demonstrating that the absence occurred due to extenuating circumstances (doctor's excuse, jury duty notice, etc.) no points will be deducted from the test or quiz grade for the absence. Homework should be turned in daily or at the instructor's discretion. Assignments turned in late will have a decrease in value reflected on the participation grade at the instructor's discretion.

Attendance Probation

If during any course a student's absences, including the time tallied for tardies and early departures, exceed 10% of the scheduled participation hours for diploma and certificate granting programs or 20% of the scheduled participation hours for degree granting programs, the student will be placed in Attendance Probation Status for the next course, receive an Attendance Probation Notice, and be required to meet with the Director of Education who will monitor attendance for compliance. Failure to improve attendance to meet the standard could result in termination.

If a student is absent from all classes for 14 consecutive calendar days, the student will be withdrawn from the School. If a new or returning student does not post attendance during the first 3 days of a new module, the student may be withdrawn from the School.

Clock Hour Programs

Students are expected to attend all classes 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 maybe missed and subsequently made up. Make up work is scheduled by the instructor and attendance is monitored and recorded. Any make up work that is allowed must be completed prior to the end of the module in which the class is taken. The instructor of each class will notify students of the specific attendance policy at the beginning of the course. Students who miss classes may delay the disbursement of their aid whose disbursements are based on the students' attendance.

Grading System

Grades are one measure of a student's ability to meet employment standards in the field for which he/she is preparing. Upon the completion of each module, the student is given a letter grade in each class based upon written examinations and practical exercises. A 2.0 Cumulative Grade Point Average (CGPA) is required for graduation. Class participation, homework, tests, projects, attendance, and final examinations are considered in arriving at final grades. Students demonstrating unsatisfactory work at the mid-point of a module are notified by instructors through mid-term reports. Students are encouraged to discuss their progress with their instructors throughout each course. Students with questions about grades should contact their instructor immediately upon receiving the grade.

For Cardiovascular Sonography (CVS) Students: For all CVS courses that are split into co-requisite theory and laboratory courses (e.g., CVS1101 Vascular Techniques I Theory and CVS1101L Vascular Techniques I Laboratory), students must pass both the theory and the lab course in order to receive a passing grade for both courses. If a student fails either the theory or the lab co-requisite, they will receive a failing grade for both courses and will be required to repeat both the theory and the lab course together in order to achieve a passing grade.

Letter Grade	Grade Point	**Grade Scale for CVS Program (All Courses, Core and General Education)**	**Grade Scale for All Other Programs**
A	4.0	90% - 100%	90% - 100%
B	3.0	80% - 89%	80% - 89%
C	2.0	70% - 79%	70% - 79%
D*	1.0		60% - 69%
F	0.0	69% or Below Fail	59% or Below Fail
P	Not Calculated	Pass	
CR	Not Calculated	Credit	
I	Not Calculated	Incomplete	
W	Not Calculated	Withdrawal	
WL	Not Calculated	Withdrawal Due to Leave of Absence	

A student who is making satisfactory progress but for a valid reason is unable to complete the module's work could request to have an additional two weeks to do so, and is given a grade of Incomplete (I). This arrangement is at the discretion of the instructor, Director of Education, or Campus Director. The student must have successfully completed a minimum of 75 percent of the class work assigned. If the student does not complete the outstanding work within the time period allotted, they will receive the grade earned. The letter grade achieved will be computed as credit hours completed.

W and WL grades are not computed in the student's grade point average but are counted as courses attempted for purposes of calculating maximum time frame.

For students enrolled in modular/clock hour programs: If a student drops or withdraws from their program before the end of a module, they will earn a W or F grade for that module as determined by the student's SAP status in their program and their academic progress within the current module. If a student goes on a leave of absence from their program before the end of a module, they will earn a WL grade for that module. If, however, the student was failing the module (due to attendance or coursework) at the time their leave begins, the student may receive an F for that module.

For students enrolled in term-based programs: If a student drops or withdraws from their program or goes on leave of absence during the one-week add/drop period, they will automatically receive a W grade (or a WL grade for LOAs) for all courses within that quarter. After the conclusion of the one-week add/drop period:

- If a student drops or withdraws from their program before the end of a term, they will earn a W or F grade for each of their courses that term as determined by the student's SAP status in their program and their academic progress within that course.
- If a student goes on a leave of absence from their program before the end of a term, they will earn a WL grade for all courses in that term. If, however, the student was failing one or more courses (due to attendance or coursework) at the time their leave begins, the student may receive an F for that course or courses.

The CR grade is assigned when credit is granted by transfer from other institutions. Class participation, homework, tests, projects, attendance, and final examinations are considered in arriving at final grades. See Standards of Satisfactory Academic Progress for additional information on grading.

Clock Hour to Credit Hour Conversion
For academic purposes, a clock hour is a period of 60 minutes with a minimum of 50 minutes of instruction, in a lecture, laboratory or externship. Clock hours are converted into credit units to allow for comparison with other postsecondary schools.

For academic purposes, the school uses the following method*, adapted from the Department of Education method, for conversion of clock hours to credit units:

One semester credit hour equals 45 units and one quarter credit hour equals 30 units, comprised of the following academic activities:

- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student's achieved competency relative to the required subject matter objectives = 0.5 unit

For Financial Aid purposes, the school uses the USDE conversion for clock to credit hours of 30 in-class clock hours of instruction = 1 semester credit, and 20 in-class clock hours of instruction = 1 quarter credit.

Graduation Requirements
Candidates for graduation must:

- Complete successfully all courses required for the diploma, certificate, or degree granting program
- Earn a cumulative overall grade point average of at least 2.0 (CGPA)
- Complete 90% of each course or module scheduled hours of attendance for diploma and certificate granting programs and 80% of each course or module for degree granting programs
- Complete all required competency and skill performance testing required for the program including any externship

Additionally, students preparing to graduate will be expected to:

- Attend any required graduation meeting(s), seminars, workshops
- Attend exit interview(s) conducted by the Financial Aid Director if the student has utilized student loans
- Attend exit interview with the Career Services office and submit an approved resume, cover letter, and three references together with career portfolio
- Be free of all indebtedness to the School

Graduation Gift – Took Kit
As part of IBT's commitment to get students off to a great professional start, each student enrolled in a trade program (Automotive Technology, Commercial Refrigeration, Heating & Air Conditioning or Electrician) will receive a starter tool set at the time of graduation. These tools will be specific to the student's chosen program. The tool kit is a graduation gift from IBT and may not be modified, traded in for its cash value, or used to offset tuition or other monies owed to the school. In order to receive the tool kit, candidates for graduation must either have a zero balance in their student accounts with IBT or have a monthly financial arrangement with the school, on which they have a minimum of 60% of tuition already paid and are current on their payment status, as of the date of their graduation.

At the School Director's discretion, under the following circumstances the tools may be released early if they are required for employment:

a) Must be in the last module of the program; and
b) Must be meeting Satisfactory Academic Progress in the last module.
c) Student must have a zero balance with the school; or
d) If on a monthly financial arrangement with the school, a minimum of 60% of tuition already paid, have a current payment status.
e) Must have a letter from the employer requesting the student have tools in order to begin work with company.

NO OTHER EXCEPTIONS WILL BE MADE.

Externship Program
The externship program for all non-degree medical programs consists of 160 hours or approximately six (6) weeks in a doctor's office, hospital, clinic or other appropriate location. During the externship phase of the program, both the student and the appropriate professional in the medical business community will be required to provide regular progress reports on forms provided by the School. Students will be expected to accept the externship position and location arranged by the School, unless they wish to arrange their own externship site. In the latter event, the School must approve such externship site. Graduation will occur only after satisfactory completion of the externship program. A student may be terminated from an externship site because of violation of the externship site's rules and regulations, procedures, and policies; or because of unacceptable student absences or sub-marginal work ethic. If a student is terminated from their externship site, the student will be required to find their own externship site within 14 calendar days in order to continue with their externship program.

Refresher Courses
Graduates have the opportunity to retake any course they have completed, provided there is space available, and with the approval of the Director of Education and instructor at no charge, except for books and supplies. The costs of books and supplies are the responsibility of the student. Graduates taking a refresher course must be current on any debts owed to the school and will be subject to school rules and regulations at all times. A written request for a refresher course should be submitted to the Director of Education at least thirty (30) days prior to the beginning of the desired course. Graduates may enroll concurrently for and complete up to a maximum of two refresher courses at any one time before they may enroll for any additional refresher courses.

The School's technical and medical course curriculum is constantly updated to reflect the changes in industry. Graduates are encouraged to return to the school to take updated modules in their field of study when space is available. However, students who graduated more than three years prior to the date of their request to take a refresher course may be asked to demonstrate industry participation via job history, or to pass a school administered knowledge test or lab safety exam prior to beginning refresher courses. Students who graduated more than 10 years prior to the date of their request are not eligible to take updated modules in their field of study. The President may make exceptions at his sole discretion.

Transcripts
A full and complete record of every course for which a student registers is maintained on a secure, computerized student records system that is backed up systematically. The record of all credits attempted and earned is posted to this record concurrent with the issuance of grade reports to students. Student financial aid and academic files are maintained for a minimum of 5 years. Student transcripts are retained indefinitely.

Students may receive an unofficial transcript at no cost, at any time, by requesting it from the Registrar. Students can request their transcript by contacting the Registrar Office for assistance. Student records may be released only to the student or his/her designee as directed by the Family Educational Rights and Privacy Act of 1974. Students will receive one free official transcript at the time of graduation. Additional official transcripts are $10.00 per copy. However, a student must have no remaining financial obligation ($0.00 balance due on their student account) to the campus in order to receive their diploma.

Diploma
Upon satisfactory completion of course requirements and payment of all tuition and fees for a student's program, the School will issue a diploma certifying program completion.

Grade Point Average
The grade-point average (GPA) is computed by multiplying the quality point equivalent for each grade by the semester or quarter credit hours given for that course, adding the products, and then dividing the sum by the credit hours attempted during the term. Note the following example of determining a grade-point average:

Course	Credit Hours Attempted	Grade		Quality Points		Product
Course I	3	A	x	4	=	12
Course 2	3	B	x	3	=	9
Course 3	3	F	x	0	=	0

Course 4	3	C	x	2	=	6
SUM OF PRODUCT	**12**					**27**

Grade Point Average (GPA) = $\frac{27.00}{12}$ = 2.25 GPA

Grade Challenges
Grades posted to transcripts must be challenged before the end of the first week of the applicable course (meaning either a module or a term-based course) immediately following the applicable course for which the grade was received. Students have the right to contest grades assigned to them. Students who desire to contest a grade must follow this procedure outlined in the student grievance policy and procedure in the Student Disclosure Section.

Grade Reports
Grades are one measure of a student's ability to meet employment standards in the fields for which s/he is preparing. Students enrolled in both traditional on-ground and in hybrid online programs will receive grades for their weekly assignments, including any quizzes or exams, no later than Monday of the following week. Reports showing the final grade earned in each course and grade point averages are issued to students no later than the Tuesday following the completion of each course.

Students demonstrating unsatisfactory work at the mid-point of a module are notified by instructors through mid-term reports. Students are encouraged to discuss their progress with their instructors throughout each course. Students with questions about grades should contact their instructor immediately upon receiving the grade.

Honors
Dean's List: Students are recognized for Dean's List honors when they have earned a module or term grade point average of 3.8 or higher.

Honor's List: Students are recognized for Honor's List honors when they have earned a module or term grade point average of 3.5 to 3.79.

Diploma and degree program graduates whose cumulative grade point averages meet the following criteria are graduated with the honors indicated: 4.0 With Distinction

Attendance Honors: Students who attend every hour of every class for each day of the course will receive a perfect attendance award certificate.

Satisfactory Academic Progress

All students must meet the following standards of academic achievement and successful course completion while enrolled at IBT. IBT's SAP policies apply to all students, full or part time status, and for all periods of enrollment regardless of whether or not the student receives financial aid or other forms of financial assistance including VA educational benefits. For success in their chosen career field, the School places equal emphasis on both grades and a student's attendance in the classroom and hands-on lab environment. Each student enrolled at IBT must meet the following criteria:

1. Grades: Maintain for each course (meaning either a module or a term-based course) of instruction an academic grade of D or better. Achieve a minimum cumulative G.P.A. of 1.5 by the program's midpoint. Achieve a minimum cumulative G.P.A. of 2.0 by the conclusion of the program; and
2. Attendance: For diploma and certificate programs maintain an attendance level of 90% or better for each course of instruction. For degree granting programs maintain an attendance level of 80% or better for each course of instruction.

Students meeting both the minimum requirements for Grades and Attendance as determined at the end of each course by the school will be considered to be making Satisfactory Academic Progress.

Probation and Course Repeats Due to Poor Grades
If a student at the end of a course does not receive at least a C for that course, then the student is automatically placed on probation by the School effective as of the last day of instruction for that unsatisfactory course. The student remains on probation until Satisfactory Academic Progress is met by the student bringing their cumulative

G.P.A. up to 2.0 or higher. Probation will be evaluated at the end of each term or module and at the program midpoint.

If a student at the end of a course receives an F for that course, then the student is automatically placed on probation by the School effective as of the last day of instruction for that failed course AND must repeat the failed course for a passing grade.

If the failed course is not available to repeat immediately, the student may take a different course in his or her program prior to repeating the same failed course. However, the student must retake the failed course at the next available opportunity when the same course is offered again and meet Satisfactory Academic Progress.

EXAMPLE: If a student was attending Course A and received a grade of F for Course A, the student is automatically placed on probation and must repeat the course. Due to the fact that Course A might not be continuously offered by the School, the student is authorized to take another course in their program of instruction that is being offered by the School, for example, Course B. However, the student must successfully repeat Course A at the next available opportunity when Course A is offered again.

If for any reason the student does not retake the same course or meet Satisfactory Academic Progress for the repeated course, then the student's enrollment will be terminated for their program and the student will be dismissed from the School.

IBT will allow a student, while on probation for grades, to repeat a failed course, at no additional tuition cost to the student. If the student is successful in the repeated course and meets Satisfactory Academic Progress then that grade for the repeated course will be used in the calculation of the student's Cumulative GPA (CGPA) and the previous grade received from the failed course will not be used in the calculation of the student's CGPA. If the student is unsuccessful in the repeated course and does not meet Satisfactory Academic Progress then the grade received from the repeated course will be the only one used in the calculation of the student's CGPA. Note: A student may not repeat a course that he or she has already passed.

Probation due to Poor Attendance

Attendance is extremely important to the success of the student at IBT. If a student at the end of a course for a diploma or certificate program has not maintained an attendance level of at least 90% (or for a degree granting program has not maintained an attendance level of at least 80%) for that course then the student will receive a mandatory "F" for that course regardless of any other academic factors attained by the student in that course. Further, the student is automatically placed on probation by the School effective as of the last day of instruction for that unsatisfactory course.

If the unsatisfactory course is not available to repeat immediately, the student may take another course in his or her program prior to repeating the unsatisfactory course. However, the student must retake the unsatisfactory course at the next available opportunity when the same course is offered again and meet Satisfactory Academic Progress. The student remains on probation until Satisfactory Academic Progress is met by the student bringing their cumulative G.P.A. up to 2.0 or higher. Probation will be evaluated at the end of each term or module and at the program midpoint.

EXAMPLE: if a student in a diploma or certificate program was attending Course A and did not maintain at least 90% attendance for Course A, the student is automatically placed on probation. Due to the fact that Course A might not be continuously offered by the School, the student is authorized to take another course in their program of instruction that is being offered by the School, for example, Course B. However, the student must successfully repeat Course A at the next available opportunity when Course A is offered again.

Once again, if for any reason the student does not retake the same course or meet Satisfactory Academic Progress for the repeated course, then the student's enrollment will be terminated for their program and the student dismissed from the School.

IBT will allow a student, while on probation for attendance, to repeat a course, at no additional tuition cost to the student. If the student is successful in the repeated course and meets Satisfactory Academic Progress then that grade for the repeated course will be used in the calculation of the student's Cumulative GPA (CGPA) and the previous "F" grade received from the unsatisfactory course will not be used in the calculation on the student's CGPA. If the student is unsuccessful in the repeated course and does not meet Satisfactory Academic Progress then the grade received from the repeated course will be the only one used in the calculation of the student's CGPA.

Students who wish to challenge a decision relative to termination of their enrollment from their program for failure to maintain Satisfactory Academic Progress may appeal to the School Director. Please see section under **Satisfactory Academic Progress "Appeal Process**" for further information.

Satisfactory Academic Progress (SAP) "Appeal Process"

A student whose enrollment has been terminated for failure to maintain Satisfactory Academic Progress may submit a written appeal of his/her dismissal within five calendar days of their receipt of the dismissal notice from the School. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from previously attaining Satisfactory Academic Progress and evidence that changes have occurred to allow the student to now meet standards of Satisfactory Academic Progress such as death or severe illness in the immediate family, an injury or illness of the student or other allowable special circumstances. Before an appeal may be granted, a written academic plan must be developed and provided to the student which clearly identifies a viable plan for the student to successfully complete the program within the Maximum Time Frame allowed.

The Campus Director will assess all appeals, and determine whether the student may be permitted to continue in School on a probation status, despite not meeting the Satisfactory Academic Progress requirements. The student will be sent the written decision within ten days of the School's receipt of the appeal. The decision of the School Director is final.

Students reinstated upon appeal are on probation status for the next course(s), during which time they must meet Satisfactory Academic Progress and any additional terms and conditions set out in the Campus Director's letter granting the appeal and/or the written academic plan. At the end of the course period, and at the end of every module/term period thereafter, the student's Satisfactory Academic Progress status will be reviewed. The student may continue on probation as long as he or she meets the terms of the written academic plan approved at the time the student's appeal was granted, and/ or until such time as Satisfactory Academic Progress status is regained. The student reinstated after dismissal and appeal is not eligible for Title IV financial aid until he or she regains Satisfactory Academic Progress status.

Module/Course Repeat

A student may repeat once, at no additional tuition charge to them, each course (meaning either a module or a term-based course) in their program of study due to a failure to maintain Satisfactory Academic Progress, provided they are within the Maximum Time Frame. However, a student repeating a course for grades will incur a charge for a new course book and any course supplies required for each repeated course. Unless approved otherwise by the President, students repeating a course more than once will be charged applicable tuition and fees for that course.

Students who are accepted back into his/her previous training program after termination of their enrollment due to a failure to maintain Satisfactory Academic Progress may be re-enrolled at the discretion of IBT, but upon re-enrollment, the student will be placed on Satisfactory Academic Progress probation as a condition of the student's re-admittance into their program of instruction.

Maximum Time Frame

All course repeat attempts are counted for determining a student's Maximum Time Frame. Please see section under "Maximum Time Frame" for further information.

Financial Aid & VA Educational Benefits Warning

Failure to meet Satisfactory Academic Progress will result in the implementation of the Financial Aid Warning. Note: The Financial Aid Warning applies to VA educational benefits as well. A student will be placed on Financial Aid Warning for the next Payment Period. The student can still receive aid during a Warning payment period. However, the student's progress will be assessed after the payment period is over. If the student does not meet the SAP standards then the student will be ineligible from receiving any additional financial aid and/or their failure to meet Satisfactory Academic Progress will be reported to VA. Pursuant to 38 U.S.C. 3474, VA educational benefits are discontinued when the veteran or eligible person ceases to make satisfactory progress.

Financial Aid Appeal/Probation

If a student is denied their financial aid due to failure to meet SAP in a subsequent payment period after notification of financial aid warning, a student can request an appeal by completing an appeal form and submitting the form to the Financial Aid Department. The student must have extenuating circumstances that prevented him/her from meeting SAP standards. Students may not base their appeal on their need for financial aid or their lack of knowledge that their financial aid was at risk. An appeal can only be approved if the student is able to

meet all standard requirements by the end of an additional payment period or the student strictly follows an academic plan that ensures the student will be meeting ALL standards again by a specific point in time. A student will be notified via email or letter on the approval/denial within 72 hours after the submission of a completed appeal form. If a student's appeal is approved the student will be given an academic plan and is placed on financial aid probation. Financial Aid is reinstated during the probation payment period.

Limit on Reinstatement Appeals

Financial Aid Students who have become disqualified due to lack of Satisfactory Academic Progress will be considered one time only for an appeal. Any second and subsequent requests for extended probation of aid eligibility will be denied except in the possible case where there are clearly documented, extenuating circumstances presented.

Evaluation Checkpoints

For academic purposes, Satisfactory Academic Progress is evaluated at the end of every term or module (See SAP criteria at the beginning of this SAP policy for full details). Title IV Evaluation of Satisfactory Academic Progress will be made at the end of each term for degree programs and at the following checkpoints for diploma programs (Note: An academic year is 900 clock hours or 36 semester credits):

Medical Assistant	Lab Assistant, EKG Technician/Phlebotomist	Automotive Technology
360 Clock Hours	360 Clock Hours	450 Clock Hours
720 Clock Hours	720 Clock Hours	900 Clock Hours
		1200 Clock Hours

Electrician	Commercial Refrigeration, Heating & Air Conditioning
360 Clock Hours	420 Clock Hours
720 Clock Hours	840 Clock Hours

Other Policy Considerations

The Satisfactory Academic Progress Policy will include all periods of attendance and will be counted toward the Maximum Time Frame and the qualitative component.

Transfer and re-admitted students will be evaluated by the program Academic Director or School Director at the time the student either transfers to another program or is re-admitted to the School, to assure that Satisfactory Academic Progress can be achieved or maintained.

Maximum Time Frame/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. A student cannot exceed the Maximum Time Frame and still receive his or her original diploma. If a student feels that there was an error in the calculation of his or her ability to graduate within the Maximum Time Frame, the student may discuss it with the registrar and appeal the calculation through the appeal process as described elsewhere in this section.

A review of Maximum Time Frame will occur after every course attempt. Maximum Time Frame calculations include all attempted courses, passed courses, failed courses, dropped courses with attendance, and all courses with attendance failures or uncompleted courses. The Maximum Time Frame is reduced for students with transfer or exam credit courses based upon the remaining length of their program.

The Maximum Time Frame for programs measured in clock hours will vary, depending on a student's status as a full-time or part-time student. The Maximum Time Frame will have both a clock hour limit and a calendar time limit. For all programs and all enrollment statuses the clock hour limit is 1.5 times the published length of the program in clock hours. For calendar time limits, the program listing in the catalog will list separate program lengths in weeks for full-time students and, if applicable, for part-time students. In a clock hour program, a full-time student is a student scheduled for at least 20 clock hours per week. To determine the Maximum Time Frame for programs measured in clock hours, take the appropriate (full-time or part-time) published length of the program in weeks and multiply by 1.5. Fractions of a week should be rounded up to the next whole week.

Example:
48 Published Program Length x 1.5 Maximum Time Frame
72 Maximum Weeks permitted to Complete Program Clock Hours or

1200 Published Clock Hours
X1.5 Maximum Timeframe
1800 Maximum Clock Hours attempted permitted to complete the program

If, at any time, a student cannot complete his or her program of study within the Maximum Time Frame, he or she is immediately considered mathematically unable to continue and will be dismissed from his or her program of study. This action may be appealed by following the appeal procedure outlined below in this section.

6. PROGRAMS OF STUDY

Modular/Clock Hour Programs (Diploma Awarded):

Automotive Technology
Commercial Refrigeration, Heating & Air Conditioning
Electrician
Lab Assistant, EKG Technician/Phlebotomist
Medical Assistant

Term-Based Programs (Degree Awarded):

Cardiovascular Sonography

All required disclosure information regarding the Institute for Business & Technology and its programs is available online at https://ibt.edu/consumer-information/.

AUTOMOTIVE TECHNOLOGY

Diploma Program – 1200 Clock Hours

Traditional In-Classroom Program

Vocational Objective:
IBT's Automotive Technology program will prepare students for entry-level automotive technician positions with the basic knowledge and skills required to diagnose malfunctions in automotive mechanical and electrical systems, and to make all necessary repairs and replacements. Students will learn how to test parts and systems to ensure that they are working properly, identify mechanical problems, often by using computerized diagnostic equipment, perform basic care and maintenance, including oil changes, tune-ups, and tire rotations, repair or replace worn parts, such as brake pads and wheel bearings, disassemble and reassemble parts, and use testing equipment to ensure that repairs and maintenance are effective, as well as the customer service skills to explain automotive problems and repairs to clients.

The entry-level Service technician will work on traditional mechanical components, such as engines, transmissions, belts, and hoses. However, they must also be familiar with a growing number of electronic systems. Braking, transmission, and steering systems, for example, are controlled primarily by computers and electronic components. Other integrated electronic systems, such as accident-avoidance sensors, are becoming common as well. In addition, a growing number of technicians are required to work on vehicles that run on alternative fuels, such as ethanol and electricity. Service technicians use many different tools, including computerized diagnostic tools and power tools such as pneumatic wrenches, lathes, welding torches, and jacks and hoists. These tools usually are owned by their employers. However, upon graduation, IBT will provide the student with their own limited toolkit for the student to keep. Please refer to the *Graduation Gift – Tool Kit* section earlier in this catalog for full details

Service technicians also use many common hand tools, such as pliers, wrenches, and screwdrivers, which generally are their own. In fact, experienced workers often have thousands of dollars invested in their personal tool collection. Service technicians sometimes specialize in a particular type of repair that may be subject to specific regulations or procedures. For instance, those focused on air-conditioning system repairs must follow federal and state regulations governing the handling, recycling, and disposal of refrigerants.

Successful completion of this program will prepare you for entry-level work with: automotive repair facilities, auto dealerships, tune up facilities, manufacturers, corporate/in-house facilities, or public transportation facilities. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

Course Number	Course Title	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
AT201	Automotive Industry and Basic Engines	72	48	0	120
AT202	Basic Electricity for Automotive	72	48	0	120
AT203	Brakes	72	48	0	120
AT204	Chassis	72	48	0	120
AT205	Automotive Heating and Air Conditioning	72	48	0	120
AT206	Clutch, Drive Train, and Transmissions	72	48	0	120
AT207	Engine Performance 1	72	48	0	120
AT208	Engine Performance 2	72	48	0	120
AT211	Advanced Engine Performance	72	48	0	120
AT212	Hybrid and Alternate Fuel Vehicles	72	48	0	120
	TOTAL	**720**	**480**	**0**	**1200**

Day Classes	Evening Classes
60 weeks	60 Weeks
10 modules at 6 weeks/module	10 modules at 6 weeks/module
5 hours/day (Monday-Thursday)	5 hours/day (Monday-Thursday)

In-Classroom Time Commitment
All students will have a weekly time commitment of 20 hours of lecture and lab delivered at the IBT campus. The course outline for each module will explain the specific lab and lecture schedule for that module.

Hours Breakdown:
720 Hrs. Lectures
480 Hrs. Labs
1200 Hrs. Total

This program is considered a clock-hour program for financial aid purposes.

Program Length information:
The program length in clock-hours for this program is 1200. The Maximum Time Frame for this program is 1800 clock-hours. These clock hour figures apply to both full and part-time students.

The calendar limits are as follows:
Full-time students – Normal program length is 60 weeks–Maximum Time Frame is 90 weeks.
Part-time students – IBT does not offer part time programs.

AUTOMOTIVE TECHNOLOGY
Course Outline

AT201 Automotive Industry and Basic Engines **120 Clock Hours**
This course introduces the beginning Automotive Technology student to the history of the automotive industry, tools and safety, and basic engine repairs. Students will learn the basic engine, including types, measurements, lubrication and cooling systems. Students will learn the importance of timing including belt replacement and engine mechanical diagnosis. They will be able to use precision measuring tools and determine the necessity of replacement of engine parts. Also this course will provide instruction on the various types of automotive engines and their applications. Students disassemble, test and reassemble an engine. Students will learn the operation and function of intake and exhaust systems. Students will explain turbo and super chargers and their usage. Prerequisite: None

AT202 Basic Electricity for Automotive **120 Clock Hours**
This course introduces Basic Electrical systems used in automobiles; it includes understanding DC voltage and the basic theory of electricity. Students will learn the lighting system and wiring of an automobile. They will be able to explain the construction and operation of the Battery, charging and starting systems. Students will be able to aim headlights, and diagnose and repair automotive wiring and accessory circuits.
Supplemental Restraint Systems are also covered. Prerequisite: None

AT 203 Brakes **120 Clock Hours**
This course introduces the brake systems, from base brake to antilock. We will also cover traction control and stability control. Students will be measuring drums and rotors and be able to diagnosis common brake problems. Also they will cover bearings and seals used in front wheel and rear wheel drive vehicles. Students will be able to safely use all of the equipment and be able turn rotors including using the on car brake lathe and machining drums. Prerequisite: AT201 and AT202

AT204 Chassis **120 Clock Hours**
This course introduces students to the areas of suspension theory, application, and steering. They will be able to diagnose, repair and service suspension system. They will be able to diagnose, and repair steering systems, including rack-and-pinion systems. They will learn the importance of alignment on a vehicle, and be able to perform proper alignments. Students will learn to mount, dismount tires from various tire changing machines and repair tires. This course covers the importance of static and dynamic wheel balance. Prerequisite: AT201 and AT202

AT205 Automotive Heating and Air Conditioning **120 Clock Hours**
This course introduces students to the areas of heating and air conditioning systems. They will inspect diagnosis and repair air conditioning and heating systems. Students will learn the cooling system of the vehicle and how it relates to the proper operation of the heating and A/C system in a vehicle. Students will learn to recover, recycle and charge systems correctly. They will know how to properly handle refrigerant as dictated by the EPA. Students will be able to diagnose the electrical systems used in heating and A/C of vehicles. Students will be able to diagnosis and repair belts, and hoses. Prerequisite: AT201 and AT202

AT206 Clutch and Drive Train and Transmission **120 Clock Hours**
Students in this course will learn to evaluate and diagnose Clutch and drive train problems. They will learn to remove repair and replace clutch components, drive axles, manual transmissions and transaxles. Students will learn FWD operation and repair, including driveshaft and joints used. They will learn about 4WD application, operation and repair that include unlocking hubs. Students will be able to determine whether repair or replacement of components is necessary and perform those tasks. Students in this course will also learn the operation of automatic transmissions and transaxles. Students will be able to properly service automatic transmissions and perform in car repairs. Prerequisite: AT201 and AT202

AT207 Engine Performance I **120 Clock Hours**
Students in this course will learn to evaluate and diagnose electronic systems, using scan tools and electrical meters. They will explain, diagnose and repair ignition systems. They will be discussing petroleum fuels and some other fuel technologies. Students will be able to diagnosis and repair fuel systems including fuel pumps and gasoline direct injection. Students in this course will also learn the eight step diagnostic process, they will be able to pull trouble codes and explain their meaning. Students will diagnosis computer controlled systems used in the automotive industry. Students will identify computer controlled sensors and outputs. They will be able to explain how the different sensors affect the computer controlled engine.
Prerequisite: AT201 through AT204

AT208 Engine Performance II **120 Clock Hours**
Students in this course will learn to evaluate and diagnose electronic systems, using scan tools and electrical meters. They will be discussing petroleum fuels and some other fuel technologies. Students will be able to diagnosis and repair fuel systems. Students will diagnosis and repair EVAP systems as well as exhaust recirculation, air injection systems and catalytic converters. Students in this course will also learn the eight step diagnostic process, they will be able to pull trouble codes and explain their meaning. Students will diagnosis computer controlled systems used in the automotive industry. They will explain CAN and NETWORK communications. They will understand OBD and mode $06 systems. They will be able to explain and use oscilloscopes and graphing multi-meters. Students will identify computer controlled emission systems. Students will cover the state of California 1G emissions inspector preparatory certification. Prerequisite: AT201 through AT204

AT211 Advanced Engine Performance **120 Clock Hours**
This course introduces students to the areas of Advanced Engine Performance. The students will inspect and diagnose engine performance related symptoms. Also perform emission failure diagnosis. Testing OBD systems using multiple scan tools and bi-directional controls. Oscilloscope use on ignition and fuel systems. Use of multiple meters and methods to trace wiring problems such as opens and shorts. Prerequisite: AT201 through AT204

AT212 Hybrid and Alternate Fuel Vehicles **120 Clock Hours**
Students in this course will learn the theory, diagnosis and repair information that is needed for students to work safely and effectively on these types of vehicles. This includes first responder safety tips when dealing with these vehicles and the high voltage that they use. Students will also complete a comprehensive skills review of the automotive program. Prerequisite: AT201 through AT204

Entry-Level Job Descriptions

The graduate of the Automotive Technology program is qualified for positions with the following title:

*Standard Occupational Classification (SOC)	Employment Position
49-3020	Entry-Level Auto Technician
49-3023.02	Automotive Air-Conditioning Repairers
49-3023	Brake Repairers
49-3023	Front-End Mechanics
49-3023	Drivability Technician

* All SOC codes are accurate for the 2018 system and are available at: http://www.bls.gov/soc/#classification

COMMERCIAL REFRIGERATION, HEATING & AIR CONDITIONING

Diploma Program – 840 Clock Hours

Available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Vocational Objective:
Upon successful completion of this program, the student will have the knowledge and skills needed towards a rewarding entry level career in the Commercial Refrigeration, Heating and Air Conditioning field. They will have the confidence to work in this highly technical and ever-changing industry. Through aggressive training, the student will gain skills needed for entry level residential and commercial. Graduates of this course will explore a variety of entry-level employment opportunities in hospitals, property management facilities, and contracting services. In addition, they will receive training in the proper use and disposal of refrigerants and will subsequently receive EPA certification. Upon graduation, IBT will provide the student with their own toolkit for the student to keep. Please refer to the *Graduation Gift – Tool Kit* section earlier in this catalog for full details.

Potential entry-level job titles include Assistant Facilities Manager, Maintenance Technician and Field Service Technician. DOTCODE: 637.261-014. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

Course Number	Course Title	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
CR100	Basic Electricity Theory	72	48	0	120
CR150	Basic Refrigeration Theory	72	48	0	120
CR200	Advanced Electric/Commercial Refrigeration	72	48	0	120
CR250	Heat Pump Systems	72	48	0	120
CR300	Commercial/Residential Air Conditioning and Heat Pumps	72	48	0	120
CR350	Heating Systems	72	48	0	120
CR400	Advanced Troubleshooting and Equipment Installation	72	48	0	120
	TOTAL	**504**	**336**	**0**	**840**

Day Classes
42 weeks
7 modules at 6 weeks/module
5 hours/day (Monday-Thursday)

Evening Classes
42 Weeks
7 modules at 6 weeks/module
5 hours/day (Monday-Thursday)

In-Classroom and Hybrid Online Time Commitment
Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have a weekly time commitment of 20 hours of lecture and lab. However, hybrid online students will attend some or all of their scheduled lectures live online. The course outline for each module will explain the specific lab and lecture schedule for that module.

Hours Breakdown:
504 Hrs. Lectures
336 Hrs. Labs
840 Hrs. Total

This program is considered a clock-hour program for financial aid purposes.

Program Length information:
The program length in clock-hours for this program is 840. The Maximum Time Frame for this program is 1260 clock-hours. These clock hour figures apply to both full and part-time students.
The calendar limits are as follows:
Full-time students – Normal program length is 42weeks–Maximum Time Frame is 63 weeks.
Part-time students–IBT does not offer part time programs.

COMMERCIAL REFRIGERATION, HEATING & AIR CONDITIONING
Course Outline

CR100 Basic Electricity Theory **120 Clock Hours**
This course introduces the student to basic electrical theory. Including electron theory, electrical terms and definitions, power sources, electrical circuits, electrical diagrams, meters and measurements, testing and troubleshooting, practical circuit design and wiring, and electrical circuits for air conditioning and refrigeration. **Prerequisite:** None (90-90-0-9, 225)

CR150-Basic Refrigeration Theory **120 Clock Hours**
This course introduces the student to basic refrigeration theory, thermodynamics and principles of refrigeration. It also covers introductory material on mechanical components, mechanical diagrams, tubing and piping, vapor compression refrigeration, refrigerants, chart readings and measurements, tools and equipment, soldering and brazing and principals of evacuation and recovery of refrigerants. **Prerequisite:** None (90-90-0-9,225)

CR200-Advanced Commercial Refrigeration **120 Clock Hours**
This course brings the student into more advanced studies of electrical concepts in the field of commercial heating, ventilation and air conditioning. Introduction into motor control and three phase power supply is provided. Instructional so includes motor protection, advanced electrical circuits for refrigeration equipment, mechanical components, refrigeration system design and capacity, piping and installation, and ice machines. **Prerequisite:** CR100, CR150 (90-90-0-9, 225)

CR250-Heat Pumps **120 Clock Hours**
Instruction received in this course centers around the basic theory and application of heat pump systems and components. The student will learn how the reverse cycle for air conditioning units is applied in heat pump and their various components. The student also learn what is C.O.P., E.E.R., S.E.E.R rating. This course teaches the student various defrost methods including time, temperature, demand, air switch and other defrosts integrated circuit board controls. Upon completion, students will be able to install and service heat pumps in wide variety of applications. Charging methods will be covered which include super heat, sub-cooling, weigh-in and dial-a-charge. This course will also include service and repair of air conditioning and heat pump systems using mechanical and electrical troubleshooting techniques, electrical wiring diagrams interpretation, and specialized system components. Electric heat and control sequencers for auxiliary and emergency heat are covered. The student will be able to describe how sequencers operate in an electric furnace and trouble shoot their electric circuitry. **Prerequisite:** CR100, CR150

CR 300-Commercial/Residential Air Conditioning **120 Clock Hours**
This course is advanced studies of the principles of air conditioning, psychometrics, air conditioning system design, components, and circuits. Also covered are optional components and features in air conditioning, super heat measurements and calculations, A/C system service and repair. Comprehensive instruction in heat pumps is also provided. **Prerequisite:** CR100, CR150 (90-90-0-9,225)

CR350-Heating Systems **120 Clock Hours**
Advanced instruction relating to commercial and residential heating systems. Module covers properties of gas and gas combustion, gas furnaces, components of gas furnaces, circuit design and diagrams for heating systems, furnace installation and code requirements, testing, combination heating and A/C systems, oil fired and electrical heating system theory, and EPA certification. **Prerequisite:** CR100, CR150 (90-90-0-9,225)

CR400-Advance Troubleshooting and Equipment Installation **120 Clock Hours**
This course prepares the student to work in the field as a service technician. Studies include diagnostics and installation of furnaces, heat pumps, and air conditioning units. Customer service and techniques for making service calls are also covered. **Prerequisite:** CR100, CR150 (90-90-0-9, 225)

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
17-3029	Engineering Technicians, Except Drafters, All Other
49-9021	Heating, Air Condition, and Refrigeration Mechanics and Installers
49-9071	Maintenance and Repair Workers, General
49-9099	Installation, Maintenance, and Repair Workers, All Other

* All SOC codes are accurate for the 2018 system and are available at: http://www.bls.gov/soc/#classification

ELECTRICIAN

Diploma Program – 720 Clock Hours

Available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Vocational Objective:
Upon successful completion of this program, the graduate will be prepared with the necessary skills for entry- level employment as a residential, commercial or industrial electrician. At least half of this course shall be "hands-on" with the student taking an active role in actually wiring of residential and commercial electrical installations. Completion of this program requires the use of hand tools, which shall be provided by IBT for the student's classroom use. Upon graduation, IBT will provide the student with their own toolkit for the student to keep. Please refer to the *Graduation Gift – Tool Kit* section earlier in this catalog for full details. IBT will assist students in obtaining their Electrician Trainee (ET) Card within the first few months of the program.

DOTCODE: 829.684-022 Please see the end of this program description for a list of other possible entry-level job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

Course Number	Course Title	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
ELC 101	Introduction to Electrical Theory	72	48	0	120
ELC 102	Introduction to NEC and Blueprints	72	48	0	120
ELC 103	Residential Wiring	60	60	0	120
ELC 104	Residential Panels and Solar	60	60	0	120
ELC 105	Commercial Wiring and Conduit	60	60	0	120
ELC 106	Commercial Power and Motor Control	60	60	0	120
	TOTAL	**384**	**336**	**0**	**720**

Day Classes	Evening Classes
36 weeks	36 weeks
6 modules at 6 weeks each	6 Modules at 6 weeks each
5 hours/day (Monday-Thursday)	5 hours/day (Monday-Thursday)

In-Classroom and Hybrid Online Time Commitment
Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have a weekly time commitment of 20 hours of lecture and lab. However, hybrid online students will attend some or all of their scheduled lectures live online. The course outline for each module will explain the specific lab and lecture schedule for that module.

Hours Breakdown:
384 Hrs. Lectures
336 Hrs. Labs
720 Hrs. Total

This program is considered a clock-hour program for financial aid purposes.

Program Length information:

The program length in clock-hours for this program is 720.The Maximum Time Frame for this program is 1080 clock-hours. These clock hour figures apply to both full and part-time students. The calendar limits are as follows:
Full-time students– normal program length is 36 weeks–Maximum Time Frame is 54 weeks.
Part-time students– IBT does not offer part time programs.

ELECTRICIAN
Course Outline

ELC 101 Introduction to Electrical Theory **120 Clock Hours**
This course introduces students to basic electrical concepts. It imparts an understanding of electron theory vs. the conventional theory of electricity, voltage and current (both AC and DC), resistance, inductance, and common units of electrical measurement (volts, amperes, watts, ohms, etc.). Basic circuit design, industry safety practices, basic tools and industry related work practices are covered as well as the principles of electrical generation, and the operations and functions of transformers. Other topics include common circuit requirements, harmonics, ohms law, magnetism, inductance, mathematical concepts and formulas related to AC sine waves and three phase circuits. This course also contains hands-on lab components that reinforce course objectives and teach industry standard practices. Prerequisites: None

ELC 102 Introduction to NEC and Blueprints **120 Clock Hours**
This course is designed to teach the student how to read, understand and use residential and commercial blueprints through the study of symbols and specifications associated with the electrical field. This course is an introduction to the National Electric Code. The student will be instructed on the history and evolution of electrical codes in United States. In addition to being an introduction to the proper use and implementation of the NEC, this course shall include the relationship of the NEC to local, state and federal codes. This course also contains hands-on lab components that reinforce course objectives and teach industry standard practices. Prerequisites: None

ELC 103 Residential Wiring **120 Clock Hours**
This course is designed to teach students basic wiring skills and techniques for wiring residential and small buildings, with emphasis on wiring from the main panel to the entire building. This course will include the process for issuance of permits to final inspections. It focuses on the use of hand tools, power tools, and basic installation techniques. This course gives the electrical student an introduction to the use of the National Electrical Code requirements for residential wiring as well as understanding the role of inspection at the local levels. This course also contains hands-on lab components that reinforce course objectives and teach industry standard practices. Prerequisites: ELC 101 and ELC 102

ELC 104 Residential Panels and Solar **120 Clock Hours**
This course is designed to teach students the basic wiring skills of introducing power to the residence or small building. It includes underground and overhead electrical service installations, including introduction of alternate power sources for the building such as Solar and auxiliary power generation. This course will introduce students to troubleshooting residential electrical faults, and NEC codes associated with providing power to residences and small buildings. This course also contains hands-on lab components that reinforce course objectives and teach industry standard practices. Prerequisites: ELC 101 and ELC 102

ELC 105 Commercial Wiring and Conduit **120 Clock Hours**
This course gives the student an introduction to commercial wiring methods. The course will help the student to read and understand blueprints used in commercial applications. It will cover the proper use and identification of materials associated with commercial electrical work. It teaches the student specific code requirements related to commercial applications as well as the ability to calculate service, feeder and branch circuit requirements. It establishes the hands-on skills that the student needs in the field to properly bend and install conduit and associated electrical equipment. This course also contains hands-on lab components that reinforce course objectives and teach industry standard practices. Prerequisites: ELC 101 and ELC 102

ELC106 Commercial Power and Motor Control **120 Clock Hours**
This course introduces the student to three-phase electrical distribution systems, including intermediate principles and concepts commonly used by electricians. The course teaches the use of calculations, hands-on hookup techniques and code requirements for properly installing transformers and motors. It also establishes the principles of proper maintenance and troubleshooting. This course also gives the student a solid background in A.C. and D.C. single-phase and three-phase motor operation with emphasis on operational theory, design, sizing, characteristics and code requirements. This course also contains hands-on lab components that reinforce course objectives and teach industry standard practices. Prerequisites: ELC 101 and ELC 102

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
13-1051	Cost Estimators
17-3023	Lighting Conductor Engineer, Lighting Technician
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel
43-5041	Meter Reader
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers
47-2061	Construction, Construction and Building Inspector
47-2111	Electrician
47-2231	Solar Panel Installer
47-3013	Electrician Apprentice, Electrician Helpers
47-4011	Data Processing Equipment Repairer
47-4021	Elevator Installer and Repairers
49-2021	Radio Mechanic
49-2022	Communication and Equipment Mechanics, Communications Equipment Technician
49-2091	Avionics Technician
49-2092	Electric Home Appliance and Power Tool Repairer
49-2094	Electrical Fitter, Electrical Parts Repairers, Industrial Machinery Mechanics, Industrial Machinery Repair
49-2095	Power Plant Electrician
49-2096	Auto Electrician
49-2097	Audio and Video Technicians, Satellite Systems Technician
49-2098	Security Alarm Fitter, Security and Fire Alarm Installer, Security Systems Installer
49-3011	Aircraft Electrician
49-9011	Mechanical Door Repairer
49-9012	Electric Meter Installer and Repairer
49-9051	Line Installers and Repairers, Powerline Technician
49-9062	Medical Equipment Repairer
49-9070	Building Electrician
49-9071	Maintenance Electrician, Maintenance and Repair Worker, Maintenance Repairer
49-9097	Signal and Track Switch Repairer
51-2023	Electro-Mechanical Technician
51-8010	Electric Power Plant Operator
51-9061	Inspectors, Testers, Sorters, Samplers, Weighers

* All SOC codes are accurate for the 2018 system and are available at: http://www.bls.gov/soc/#classification

LAB ASSISTANT, EKG TECHNICIAN/PHLEBOTOMIST

Diploma Program – 720 Clock Hours

Available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Vocational Objective:
Upon completion of the Lab Assistant, EKG Technician/Phlebotomist course, the graduate will be able to obtain an entry level position as an EKG Technician/Lab Assistant or Phlebotomist, performing several laboratory procedures in hematology, bacteriology, urinalysis, electro cardiograph, and phlebotomy. In addition, the student will be able to take vital signs. The graduate will have been taught communication skills and be CPR certified.

The Lab Assistant, EKG Technician/Phlebotomist program also prepares students to take the National Certified Phlebotomy Technician (NCPT), and National ECG Technician (NCET) exams, and the school pays for the first attempt for each one. Passing the NCPT and NCET exams is not a condition for graduation from the Lab Assistant, EKG Technician/Phlebotomist program. Neither credential is required for employment in all positions in the Lab Assistant, EKG Technician/Phlebotomist field. However, passing the NCPT is required for Lab Assistant and Phlebotomy employment and passing the NCET is required for employment in EKG positions.

In addition to the above, phlebotomists in California are required to be certified by the state. Please refer to the Licensing and Certification Requirements section on page 15 of this catalog for full certification requirements.

Potential entry-level job titles upon graduation will include EKG Technician, Laboratory Assistant and Phlebotomist. DOTCODE: 078.687-010; 078.362-018; 079. 364-022. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

Course Number	Course Title	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
Module A-G any sequence					
LA101	Module A	25	55	0	80
LA201	Module B	25	55	0	80
LA301	Module C	25	55	0	80
LA401	Module D	25	55	0	80
LA501	Module E	25	55	0	80
LA601	Module F	25	55	0	80
LA701	Module G	25	55	0	80
EXT801	Externship	0	0	160	160
	TOTAL	**175**	**385**	**160**	**720**

Day and Evening Classes
36 weeks
7 modules at 4 weeks/module
1 module at 8 weeks/module
5 hours/day (Monday-Thursday)
Externship at 8 weeks
Externship must be completed on a schedule set by the externship site, which is generally a day schedule.

In-Classroom and Hybrid Online Time Commitment
Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have a weekly time commitment of 20 hours of lecture and lab. However, hybrid online students will attend some or all of their scheduled lectures live online. The course outline for each module will explain the specific lab and lecture schedule for that module.

Hours Breakdown:
175 Hrs. Lectures
385 Hrs. Clinical/Lab
160 Hrs. Externship
720 Hrs. Total

This program is considered a clock-hour program for financial aid purposes.

Program Length information:

The program length in clock-hours for this program is 720.The Maximum Time Frame for this program is 1080 clock-hours. These clock hour figures apply to both full and part-time students.

The calendar limits are as follows:

Full-time students– normal program length is 36 weeks–Maximum Time Frame is 54 weeks.

Part-time students– IBT does not offer part time programs.

LAB ASSISTANT, EKG TECHNICIAN/PHLEBOTOMIST

Course Outline

LA101 Module A **80 Clock Hours**

Students will receive an orientation and develop an understanding of laboratory safety and universal precautions. This module will include anatomy and physiology on the integumentary system. Students will learn through lecture and laboratory practice about nosocomial infections, and the proper way of handling body fluids, specimen requisitions, and specimens. Students will be taught about various instruments used in gathering specimens and proper sterilization of same. Students will be taught the “chain of infection” and factors influencing diseases. As part of the training of the laboratory setting students will be able to identify and describe various types of glassware, as well as the use of the microscope and centrifuge. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (25-55-0-3, 77.5)

LA201 Module B **80 Clock Hours**

As students’ progress through this MOD they will learn the various characteristics of blood and its various functions. The individual students will describe the various diagnostic tests associated with red blood cell and white blood cells, and platelets, and the components of the urinary and reproductive systems. There will be instruction on various sexually transmitted diseases and the tests and treatments involved. Students will be taught through lecture and laboratory practice about homeostasis and the components of the urinary system. They will also be taught routine urinalysis and proper procedure for collecting urine sample. Students will apply all information presented in a hands-on laboratory setting under instructor supervision.
Prerequisites: None (25-55-0-3, 77.5)

LA301 Module C **80 Clock Hours**

Students enrolled within this MOD will be taught about the Respiratory and Cardiac systems. Students will be taught through the use of lecture and visual aids about various diseases and their corresponding treatments which impact the heart. Students will also learn the EKG process and how to read basic EKG strips. In addition to these topics students will also learn about cardiac rhythms. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (25-55-0-3, 77.5)

LA401 Module D **80 Clock Hours**

Students will be instructed on the differences between serum and plasma. As part of this students will also learn about lipids (and different tests associated with them), how fasting effects blood sugar, post prandial and glucose tolerance tests. Students will also learn about the various aspects of time and measurement with regards to specimens. Students will learn about the anatomy and physiology of the Endocrine and Digestive systems. Students will also be trained on the interdependence of hormones and pregnancy. Laboratory procedural training will continue with additional methods of classifying microorganisms and associated disease issues relative to a laboratory setting. Students will apply all information presented in a hands-on laboratory setting under instructor supervision.
Prerequisites: None (25-55-0-3, 77.5)

LA501 Module E **80 Clock Hours**

Within this module students will learn about the Nervous System and basic psychology of how attitudes and interests influence human behavior and the challenges of being a health care provider. Students will learn therapeutic drug monitoring, the more common therapeutic drugs and the different reasons for drug testing and types of specimens used. The CLIA chain of custody and levels of complexity will also be discussed. Instruction will also cover how attitude and interest influence human behavior and challenges of being a health worker. Following this unit, students will be able to recognize behavior patterns and how to devise goals for improving work habits, attitudes and problem solving. Students will apply all information presented in a hands-on laboratory setting under instructor supervision.
Prerequisites: None (25-55-0-3, 77.5)

LA601 Module F **80 Clock Hours**

Within this course the students will define Phlebotomy and the professional qualities of a phlebotomist. Students will be instructed on the importance of informed consent, patient confidentiality, and legal issues for the phlebotomist. This will include the study of immunology. Continued training on safety procedures, universal precautions, and identification veins will also occur. The course will train the student on the "order of draw" and the proper blood collection procedure. Complications with patients and the issues associated with the field of phlebotomy will also be discussed. Training will continue as to the various aspects of basic ABO groups and Universal Donors/Universal Recipients. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (25-55-0-3, 77.5) **Note: Students must achieve 100% attendance in order to pass this module.**

LA701 Module G **80 Clock Hours**

In this course the student will identify body planes and positions, describe the body cavities. This MOD will further teach the student's about the anatomy and physiology of the muscular and skeletal systems. Instruction will be provided concerning the diseases specific to the nervous system. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (25-55-0-3, 77.5)

***EXT801 Externship** **160 Clock Hours**

After completing the required classroom centered course work, students proceed to an externship at an approved site. The externship is 160 hours and provides the student with a realistic work environment in which to apply the skills learned in the classroom. Externs perform their work under the supervision of assigned personnel at the site. Students are required to complete at least 50 successful blood draws and 10 successful skin punctures. Time sheets signed by the supervisor are submitted weekly to the school to document attendance at the externship site. All externship hours must be completed to fulfill the requirements of the externship module. A student must complete the externship to successfully complete the program. Prerequisites*: Student must complete LA101, LA201, LA 301, LA401, LA501, LA601, and LA701 to be eligible for participation in the externship class EXT801.* (0-0-160-3.5, 16)

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS:

Some Courses of Study require up to eight weeks of hands-on applied training at an offsite third-party externship or at an onsite School internship. Students entering an externship or internship must make arrangements to be available at the times required by their site's educational coordinator or instructor. The student understands that all externships and internships are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of the student to secure transportation. The student understands that the student is never an employee or independent contractor of the externship site or of the School at any time. The student is and always remains a student at the internship or externship site. The student further understands that an externship or internship is provided solely for the benefit of the student as a part of their Course of Study in order for the student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/ examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship or internship as a hands-on classroom setting, to attend all required externship or internship hours, and to abide by the rules and regulations of the externship or internship site. Hours at externship or internship sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship or internship may result in failure of the Course and the inability to graduate at the planned time. Externships are held in a variety of settings and locations. The student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in student completing their externship and finishing their Course of Study. The student understands that neither the School nor the externship site guarantees, represents, or warrants that the student can apply, be considered for, will obtain or be entitled to any job position at the externship site where the student had their externship.

NOTE: School is only responsible for obtaining one externship site location for a Student.

IBT is only responsible for assigning one externship site per student. A student declining an externship location must provide in writing to their Externship Coordinator the reason(s) for declining the externship location. This written document will be reviewed by the Externship Coordinator and the Director of Education to determine if the student's explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site within 14 calendar days in order to continue with their externship program in the event a student refuses a site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site's rules, regulations and scheduling.

Required Criminal Background Checks, Medical/Lab Exams, Drug Tests, and Immunizations for Programs with Externships

Students enrolling in a program requiring completion of an externship should understand that externship locations will require the student to successfully pass and/or provide all criminal history background checks, medical/physical/lab exams and drug tests results, and proof of immunizations (collectively Student's "Personal and Medical Information"). If the student does not pass or provide their Personal and Medical Information then the student will be disqualified from taking their externship at such location and is then subject to being immediately dismissed, failed or withdrawn from their program of study as solely determined by the school. Upon signing their Enrollment Agreement, IBT students authorize the school under all applicable federal, state, and local laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), to provide the student's Personal and Medical Information to any externship location and further, to any governmental and non-governmental entity that may require such Personal and Medical Information in order to apply for a license/permit/examination.

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
19-4021	Biological Technicians
29-2012	Medical and Clinical Laboratory Technicians
29-2031	EKG Technician
31-9092	Medical Assistant, Medical Assistant/Phlebotomist
31-9093	Medical Equipment Preparers
31-9096	In Vivo Technologist, Animal Care Trainee
31-9097	Phlebotomist, Rep, Phlebotomy Svcs., Rep, PS 1, Mobile Phlebotomist, Mobile Examiner, Paramedical Examiner, Examiner
31-9099	Laboratory Assistant, Specimen Processor, Specimen Technician, Lab Aide, Med Tech, Medical Technician, Patient Care Technician, Dialysis Technician, UA Tester, UA Technician, Healthcare Support Workers, All Other

* All SOC codes are accurate for the 2018 system and are available at: http://www.bls.gov/soc/#classification

MEDICAL ASSISTANT

Diploma Program – 720 Clock Hours

Available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Vocational Objective:
Upon successful completion of the Medical Assistant course, the graduate will be able to obtain an entry level position as a Medical Assistant, assisting the physician in medical office examinations; perform basic laboratory skills and procedures; perform back office procedures, such as, to record, monitor, and mount Electrocardiograms, complete physical examinations, tray set-ups, injections, positioning and draping, and charting a patient's medical history. In the front office, the Medical Assistant will perform the administrative duties of the office including bookkeeping, record management, appointment scheduling, insurance, and medical practice management. The graduate will have been taught communication skills and be CPR certified.

The Medical Assistant program also prepares students to take the National Certified Medical Assistant (NCMA) exam and the school pays for the first attempt. Passing the NCMA exam is not a condition for graduation from the Medical Assistant program, nor is it an industry requirement for employment as a Medical Assistant, but it is highly desired by most employers such that a lack of certification may limit employment opportunities for graduates.

Potential entry-level job titles upon graduation will include Medical Assistant and front office personnel. DOT CODE: 079.362-010. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

Course Number	Course Title	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
Module A-G any sequence					
MA101	Module A	25	55	0	80
MA201	Module B	25	55	0	80
MA301	Module C	25	55	0	80
MA401	Module D	25	55	0	80
MA501	Module E	25	55	0	80
MA601	Module F	25	55	0	80
MA701	Module G	25	55	0	80
EXT801	Externship	0	0	160	160
	TOTAL	**175**	**385**	**160**	**720**

Day and Evening Classes
36 weeks
7 modules at 4 weeks/module
1 module at 8 weeks/module
5 hours/day (Monday-Thursday)
Externship at 8 weeks
Externship must be completed on a schedule set by the externship site, which is generally a day schedule.

In-Classroom and Hybrid Online Time Commitment
Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have a weekly time commitment of 20 hours of lecture and lab. However, hybrid online students will attend some or all of their scheduled lectures live online. The course outline for each module will explain the specific lab and lecture schedule for that module.

Hours Breakdown:
175 Hrs. Lectures
385 Hrs. Clinical/Lab
160 Hrs. Externship
720 Hrs. Total
This program is considered a clock-hour program for financial aid purposes.

Program Length information:

The program length in clock-hours for this program is 720. The Maximum Time Frame for this program is 1080 clock-hours. These clock hour figures apply to both full and part-time students. The calendar limits are as follows:
Full-time students– normal program length is 36 weeks–Maximum Time Frame is 54 weeks.
Part-time students– IBT does not offer part time programs.

MEDICAL ASSISTANT

Course Outline

MA101-Module A **80 Clock Hours**

Introductory course in medical law and ethics, pharmacology, administration of medication, and injection methods and techniques. Additional instruction is provided in anatomy and physiology; including cells, tissues, membrane and integumentary systems. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA201-Module B **80 Clock Hours**

Course provides instruction on basic medical techniques and procedures in medical asepsis, surgical tray set-up, instrument identification, visual acuity testing, positioning and draping, physical exams, and anatomy and physiology. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA301-Module C **80 Clock Hours**

Instruction is provided in medical office management; including appointment scheduling, telephone techniques, bookkeeping, and accounting for payroll, petty cash, and disbursement journal. Additional instruction in anatomy and physiology related to the digestive and endocrine systems is also provided. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA401-Module D **80 Clock Hours**

Core instruction for this module focuses on the cardiac system: cardiac cycle, vital signs, and electro cardiograph. The respiratory system and basic pulmonary function testing will also be taught. Additional work in anatomy and physiology is provided. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA501-Module E **80 Clock Hours**

Course of instruction introduces the student to medical insurance and billing and coding. Additional instruction in anatomy and physiology is provided. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA601-Module F **80 Clock Hours**

Laboratory safety, testing, inventory and supplies are covered in this course of instruction. Advanced instruction in venipuncture and capillary puncture is provided. Additional instruction in anatomy and physiology is also provided. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA701-Module G **80 Clock Hours**

Course of instruction covers the urinary system, reproductive system, urinalysis, and basic use of a microscope. Additional instruction in human relations and human behavior, along with additional work in medical terminology and typing is provided. Prerequisite: None. (25-55-0-3.5, 77.5)

EXT801-EXTERNSHIP **160 Clock Hours**

After completing the required course work, students proceed to an externship at an approved site. The externship provides the student with a realistic work environment in which to apply the skills learned in the classroom. Externs perform their work under the supervision of assigned personnel at the site. Timesheets signed by the supervisor are submitted weekly to the school to document externship attendance. All externship hours must be completed to fulfill the requirements of the externship. Prerequisites*: MA 101, MA201, MA301, MA 401, MA501, MA601, MA 701. (0-0-160-3.5)*

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS:

Some Courses of Study require up to eight weeks of hands-on applied training at an offsite third-party externship or at an onsite School internship. Students entering an externship or internship must make arrangements to be available at the times required by their site's educational coordinator or instructor. The student understands that all externships and internships are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of the student to secure transportation. The student understands that the student is never an employee or independent contractor of the externship site or of the School at any time. The student is and always remains a student at the internship or externship site. The student further understands that an externship or internship is provided solely

for the benefit of the student as a part of their Course of Study in order for the student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/ examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship or internship as a hands-on classroom setting, to attend all required externship or internship hours, and to abide by the rules and regulations of the externship or internship site. Hours at externship or internship sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship or internship may result in failure of the Course and the inability to graduate at the planned time. Externships are held in a variety of settings and locations. The student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in student completing their externship and finishing their Course of Study. The student understands that neither the School nor the externship site guarantees, represents, or warrants that the student can apply, be considered for, will obtain or be entitled to any job position at the externship site where the student had their externship.

NOTE: School is only responsible for obtaining one externship site location for a Student.

IBT is only responsible for assigning one externship site per student. A student declining an externship location must provide in writing to their Externship Coordinator the reason(s) for declining the externship location. This written document will be reviewed by the Externship Coordinator and the Director of Education to determine if the student's explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site within 14 calendar days in order to continue with their externship program in the event a student refuses a site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site's rules, regulations and scheduling.

Required Criminal Background Checks, Medical/Lab Exams, Drug Tests, and Immunizations for Programs with Externships

Students enrolling in a program requiring completion of an externship should understand that externship locations will require the student to successfully pass and/or provide all criminal history background checks, medical/physical/lab exams and drug tests results, and proof of immunizations (collectively Student's "Personal and Medical Information"). If the student does not pass or provide their Personal and Medical Information then the student will be disqualified from taking their externship at such location and is then subject to being immediately dismissed, failed or withdrawn from their program of study as solely determined by the school. Upon signing their Enrollment Agreement, IBT students authorize the school under all applicable federal, state, and local laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), to provide the student's Personal and Medical Information to any externship location and further, to any governmental and non-governmental entity that may require such Personal and Medical Information in order to apply for a license/permit/examination.

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
11-9111	Medical and Health Services Managers
29-2072	Medical Records Specialists
29-9021	Health Information Technologists and Medical Registrars
31-9092	Medical Assistant, Medical Assistant – Front Office, Medical Assistant – Back Office, Clinical Assistant, Back Office Clinical Assistant (BOCA), Front Office Clinical Assistant (FOCA)
31-3099	Medication Technician, Patient Registration Representative, Medical Benefits Specialist, Behavior Technician, Rehabilitation Technician, Medical Translator, Healthcare Support Workers, All Other
43-0000	Medical Claims Biller, Office Assistant
43-6013	Medical Receptionist, Medical Administrative Assistant, Medical Spa Receptionist, Medical Office Assistant, Medical Office Services Coordinator (MOSC), Unit Secretary, Medical Office Representative, Health Office Aide

* All SOC codes are accurate for the 2018 system and are available at: http://www.bls.gov/soc/#classification

CARDIOVASCULAR SONOGRAPHY

Associate of Occupational Studies (AOS) – 129 Quarter Credit Hours

Hybrid Online Program

Vocational Objective:

A Cardiovascular Sonographer provides patient services in a variety of medial settings using medical ultrasound under the supervision of a physician. Cardiovascular Sonographers perform cardiovascular ultrasound studies as ordered by physicians for their patients and assist the physician in gathering sonographic data necessary to diagnose a variety of conditions and diseases. Cardiovascular Sonographers perform appropriate procedures and record anatomical, pathological, and/or physiological data as well as sonographic data and other pertinent observations made during the procedures.

Upon completion of this course of study, Cardiovascular Sonography (CVS) graduates will be prepared to enter the medical field in the capacity of an entry-level, non-invasive cardiac sonographer or non-invasive cardiovascular sonographer. This includes producing and preparing images that are transferred into file, video tape, or computer systems that are interpreted by an ultrasound physician, as well as performing ultrasound procedures in clinics, hospitals, offices specializing in cardiovascular health, and in diagnostic imaging, and acute or long-term care facilities. Graduates will be able to demonstrate basic clinical proficiency of sonographic procedures and exhibit behavioral skills that reflect professionalism and effective communication, as well as time management skills.

Potential entry-level job titles include entry-level positions as a Echocardiographer, Cardiac Sonographer, Vascular Sonographer, Cardiovascular Sonographer, Cardio Technologist, and Cardiovascular Technologist. DOTCODE: 078.364-010. Please see the end of this program description for a list of possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Note: Please see the end of this program description for important disclosures concerning rules and conditions for certification from the American Registry of Diagnostic Medical Sonography (ARDMS) and the Disclosure Notice to CVS Students.

Hybrid Online Time Commitment

This is a hybrid online program. Students should assume a weekly time commitment of 20 hours. Courses may be delivered either as a traditional in-classroom course, taught 100% at the IBT campus, or as a hybrid online course, which is taught partially online and partially in-classroom at the IBT campus. Some general education courses may be taught fully online with no on-campus requirement. Please consult admissions and your department chair for which classes are currently being taught online. Regardless of whether the course is taught on-ground, online, or both, students are required to attend all scheduled, live lectures. The course syllabi will explain the specific lab, lecture, and clinical schedules for each course.

Program Length Information:

The Cardiovascular Sonography program is 24 months, or 8 quarters in length.

Full-time students – normal program length is 24 months – Maximum Time Frame is 36 months.
Part-time students – IBT does not offer part time programs.

		Theory Contact Hours	Lab Contact Hours	Practicum Contact Hours	Total Contact Hours	Quarter Credits
Major Core Courses						
CLAB 1101	Clinical Laboratory	24	36	0	60	4
CVPH1101	Cardiovascular Pharmacology	24	0	0	24	2
MEDT1301	Medical Terminology I	24	0	0	24	2
MEDT1302	Medical Terminology II	24	0	0	24	2
MEDP 1303	Medical Procedures with Laboratory	48	48	0	96	7
MOM 1101	Medical Office Management	48	0	0	48	4
CVS1101	Vascular Techniques I Theory	24	0	0	24	2
CVS1101L	Vascular Techniques I Laboratory	0	48	0	48	2

CVS1102	Vascular Techniques II Theory	24	0	0	24	2
CVS1102L	Vascular Techniques II Laboratory	0	48	0	48	2
CVS1105	Principles of Electrophysiology	24	12	0	36	2
CVS1106	Echocardiography Techniques I Theory	24	0	0	24	2
CVS1106L	Echocardiography Techniques I Laboratory	0	48	0	48	2
CVS1109	Registry Review I	24	0	0	24	2
CVS2202L	Vascular Techniques III Laboratory	0	48	0	48	2
CVS2202	Vascular Techniques III Theory	24	0	0	24	2
CVS2203	Acoustical Physics	30	0	0	30	3
CVS2204	Sonographic Anatomy and Pathophysiology	36	0	0	36	3
CVS2207	Echocardiography Techniques II Theory	24	0	0	24	2
CVS2207L	Echocardiography Techniques II Laboratory	0	48	0	48	2
CVS2208	Echocardiography Techniques III Theory	24	0	0	24	2
CVS2208L	Echocardiography Techniques III Laboratory	0	48	0	48	2
CVS2209	Registry Review II	48	0	0	48	4
PDEV1100	Professional Development	12	0	0	12	1
	<u>Clinical Practicum:</u> Students will select to take either courses CVS2211P and CVS2212P <u>OR</u> courses CVS 2213P and 2214P					
CVS2211P	Echocardiography Clinical Practicum I	0	0	480	480	16
CVS2213P	Vascular Sonography Clinical Practicum I					
CVS2212P	Echocardiography Clinical Practicum II	0	0	480	480	16
CVS2214P	Vascular Sonography Clinical Practicum II					
	Total Hours	**510**	**384**	**960**	**1854**	**92**
General Education Courses						
BSC 1085	Anatomy & Physiology I (1st 6 weeks)	40	0	0	40	4
BSC 2085L	Anatomy & Physiology I Laboratory (1st 6 weeks)	0	40	0	40	2
BSC 1086	Anatomy & Physiology II (2nd 6 weeks)	40	0	0	40	4
BSC 2086L	Anatomy & Physiology II Laboratory (2nd 6 weeks)	0	40	0	40	2
CCA 1101	Computer Concepts and Applications	12	36	0	48	3
ENC 1101	Composition I	40	0	0	40	4
ENC 1102	Composition II	40	0	0	40	4
MAT 1033	College Algebra	40	0	0	40	4
PHYS 1101	Conceptual Physics	48	24	0	72	6
PSY 2012	General Psychology	40	0	0	40	4
	Total Hours	**300**	**140**	**0**	**440**	**37**
	Total Program Hours	**810**	**524**	**960**	**2294**	**129**

COURSE DESCRIPTIONS

This institution uses the following course numbering system:

- 100-2999 – Lower division (first and second year) courses

The letters that accompany the numbering system normally refer to the course subject matter, such as MAN = management, and CIS = computer information systems. The numbers that follow the course prefix increase in sequence to indicate a more in-depth and complex level of the particular subject area.

General Education Requirements

BSC 1085 - Anatomy and Physiology I **4.0 Quarter Credits**

This course is a scientific study of the structure of the human body and its parts including relationships and functions of the integumentary, skeletal, muscular, nervous system, special senses and the endocrine systems. Theory Hours: 40 Lab Hours: 0. Prerequisites: None Co-requisites: BSC 2085L.

BSC 1086 - Anatomy and Physiology II **4.0 Quarter Credits**
This course is a study of the structure of the human body and its parts including relationships and functions of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Theory Hrs: 40 Lab Hrs: 0. Prerequisite: BSC 1085, BSC 2085L Co-requisite: BSC 2086L

BSC 2085L - Anatomy and Physiology I Laboratory **2.0 Quarter Credits**
This course is a scientific study that provides an understanding of the basic concepts and principles of anatomy and physiology through a laboratory experience. It integrates the structure and function of the human body and its parts as related to cells, tissues, skeletal, muscular, nervous systems, sense organs, and stress. Theory Hrs: 0 Lab Hours: 40. Prerequisites: None Co-requisite: BSC 1085

BSC 2086L - Anatomy and Physiology II Laboratory **2.0 Quarter Credits**
This course is a continuation of BSC 2085L, which provides a scientific study and understanding of the basic concepts and principles of anatomy and physiology through lecture and laboratory experience. It integrates the structure and function of the human body and its parts as related to blood, nutrition, acid-base balance, fluids and electrolytes, genetics and growth and development. The endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, and reproductive systems will also be studied. Theory Hours: 0 Lab Hours: 40. Prerequisite: BSC 1085, BSC 2085L Co-requisite: BSC 1086

CCA 1101 - Computer Concepts and Applications **3.0 Quarter Credits**
This course is designed to explain the fundamentals of computer nomenclature, particularly with respect to personal computer hardware and software and the internet. It teaches students to make use of the internet as a repository of the latest information and an integrated learning tool to develop an in-depth understanding of why computers are essential components in both working and everyday life. The course will emphasize the computer's use as a stand-alone and networked device. Outside preparation activities include completion of assigned hands-on training, completion of written assignments and discussion topics. Theory Hours: 12 Lab Hours: 36. Prerequisites: None

ENC 1101 - Composition I **4.0 Quarter Credits**
This course provides instruction and practice in expository writing and emphasizes grammatical and mechanical accuracy and proper essay form. Emphasis is placed on clarity, logical organization, communication, unity, and coherence of central idea and supporting material. Theory Hours: 40 Lab Hours: 0. Prerequisites: None

ENC 1102 - Composition II **4.0 Quarter Credits**
This course builds on the writing process and rhetorical strategies, including argumentative rhetoric, while devoting attention to critical thinking, and documentation of research and resources. Students will use a variety of research approaches and rhetorical strategies to compose an essay and other written communications. Theory Hours: 40 Lab Hours: 0. Prerequisite: ENC 1101

MAT 1033 - College Algebra **4.0 Quarter Credits**
This course is the study of linear and quadratic equations, graphing, functions, inequalities, rational expressions, radicals, and system of equations and emphasizes critical thinking and problem-solving skills. Theory Hours: 40 Lab Hours: 0. Prerequisites: None

PHYS 1101 – Conceptual Physics **6.0 Quarter Credits**
This course provides the student with basic concepts in physics. The course will also include an overview of the basic mathematical concepts needed for Physics formulae covered in the course. The course will cover a series of topics; Newton's Laws of Motion, mechanical energy, work and power, heat and heat transfer, electricity and magnetism, light, sound, atomic structure, radioactivity, and relativity. Outside preparation includes completion of end-of-chapter exercises for class discussion and research and writing for assigned term paper. Theory Hours: 48 Lab Hours: 24. Prerequisites: None

PSY 2012 – General Psychology **4.0 Quarter Credits**
This course covers the fundamental theories and principles of human psychology with an emphasis on applying the concepts to life and work in order to promote effective critical thinking and learning, understanding of emotions and motivations, positive social and workplace interactions, and the importance of the roles played by the unconscious and subconscious minds. Beginning with the historical foundations of psychology, students will study the groundwork for more contemporary perspectives. Study of the brain and its developmental stages, cognitive, motivational, and emotional functions, as well as disorders and their treatment provide a holistic investigation of the human mind as we know it. Theory Hours: 40 Lab Hours: 0 Other Hours: 0 Prerequisites: None.

Major Core Requirements

CLAB 1101 – Clinical Laboratory **4.0 Quarter Credits**
Students learn to measure height, weight, and vision, take blood pressure and vital signs, and chart the results accurately. Students are trained in OSHA bloodborne regulations. Outside preparation activities include completion of workbook assignments and short essays, and participation in regularly scheduled extra-help lab activities. Students are also trained in basic sonographer lab safety including patient care and ergonomics, legal and ethical aspects of sonography, HIPPA, and universal precautions. Prerequisites: None, Lecture Hours: 24; Lab Hours: 36; Practicum Hours: 0

MEDT 1301 – Medical Terminology I **2.0 Quarter Credits**
This course is a systematic learning experience in which students build a professional vocabulary based on meanings of word parts, prefixes, roots, and suffixes. Basic word structure, the body as a whole, integumentary, musculoskeletal, blood and lymphatic, and respiratory systems are studied. Outside preparation activities include completion of end of chapter exercises and review sheets. Prerequisites: None. Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

MEDT 1302 – Medical Terminology II **2.0 Quarter Credits**
This course is a systematic approach to learning professional medical vocabulary based on prefixes, suffixes, word roots, and combining forms of Digestive, Urinary, Cardiovascular, Nervous, Endocrine and Reproductive systems are studied. Outside preparation activities include completion of end-of- chapter exercises and study guides for exam review. Prerequisites: MEDT1301. Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

MEDP 1303 – Medical Procedures with Laboratory **7.0 Quarter Credits**
Students are trained in Electrocardiography (ECG) and learn to assist physicians in various medical specialties. Students learn the principles of basic life support for health care providers based on standards of the American Heart Association. Outside preparation activities include completion of workbook assignments and PDR research project, and participation in regularly scheduled extra-help lab activities to practice EKG skills. Theory Hours: 48 Lab Hours: 48 Practicum Hours: 0 Prerequisites: None.

MOM 1101 – Medical Office Management **4.0 Quarter Credits**
Students become acquainted with the administrative aspect of a medical office. They become familiar with general office responsibilities and gain knowledge in banking, bookkeeping, and the role of computers in health care. Students are trained to understand medical insurance forms, understand record keeping, understand accounts payable and accounts receivable, schedule appointments, order supplies, and understand coding. Outside preparation activities include completion of workbook assignments and study guides for exam review. Theory Hours: 48 Lab Hours: 0. Prerequisites: None.

CVPH 1101 – Cardiovascular Pharmacology **2.0 Quarter Credits**
This course provides a framework for learning pharmacology concepts and applying them to clinical situations within a culture of safety. A medication calculation and administration review is included. Emphasis will be on cardiovascular medications. Major classification, including indications, dosage, and side effects for each will be covered. Outside preparation includes completion of end-of-chapter assignments and study guides for exam review. Prerequisites: None. Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS1101 – Vascular Techniques I Theory **2.0 Quarter Credits**
This course provides an essential background on ultrasound technology concepts. Students learn ultrasound instrumentation and knobology terms as well as identification and interpretation of cerebrovascular disease states. Outside preparation includes completion of end-of-chapter and critical thinking exercises for group discussion. Prerequisites: None. Corequisite: CVS1101L; Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS1101L – Vascular Techniques I Laboratory **2.0 Quarter Credits**
Students learn and practice instrumentation and knobology of ultrasound systems. Practice in the campus laboratory includes cerebrovascular ultrasound diagnostic procedures and quantitation. Outside preparation includes performing cerebrovascular protocols during mandatory, 2h/week laboratory sessions. Prerequisites: None. Corequisite: CVS1101 Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS1102 – Vascular Techniques II Theory **2.0 Quarter Credits**
Students are introduced to the study of fundamental skills and procedures necessary to perform diagnostic lower extremity vascular testing. Topics include lower extremity arterial and venous vascular procedures and evaluation.

Outside preparation includes completion of end-of-chapter and critical thinking exercises for group discussion. Prerequisites: CVS1101L, CVS1101. Corequisite: CVS1102L; Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS1102L – Vascular Techniques II Laboratory **2.0 Quarter Credits**
Students learn lower extremity venous and arterial non-invasive ultrasound procedures and quantitation in the campus laboratory. Lower extremity venous and arterial duplex protocols will be practiced and performed. Prerequisites: CVS1101L, CVS1101. Corequisite: CVS1102; Theory Hours: 0 Lab Hours: 48 Practicum Hours: 0

CVS1105 – Principles of Electrophysiology **2.0 Quarter Credit**
This course introduces applications of the principles of exercise tolerance testing and their relation to echocardiography, Holter monitoring and EKG interpretation. The student will measure and interpret electrocardiograms. Arrhythmias, conduction disturbances, myocardial ischemia, and infarction are investigated. This course works in conjunction with guided practice and performance in a laboratory setting. Outside preparation includes completion of end-of-chapter exercises and worksheets. Prerequisites: CLAB1101. Theory Hours: 24 Lab Hours: 12 Practicum Hours: 0

CVS1106 – Echocardiography Techniques I Theory **2.0 Quarter Credits**
Students study the concepts and procedures necessary to perform a complete two-dimensional diagnostic echocardiogram. The course draws upon knowledge of anatomy, physics, and basic sonography and introduces 2-D measurements with mathematical interpretation of results that deviate from the normal values. Stress testing and stress echocardiogram protocols will be introduced. Outside preparation includes completion of end-of-chapter exercises for group discussion and critical thinking exercises. Prerequisites: None. Corequisite: CVS1106L; Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS1106L – Echocardiography Techniques I Laboratory **2.0 Quarter Credits**
Students will experience and learn through guided study and performance in a laboratory setting. The setting may include the usage of some or all the following techniques: 2-D, M-Mode, and Color Flow imaging. The calculation and interpretation of the findings will be evaluated and demonstrated on the machines. Basic and advanced protocols will be performed throughout the course. Students will learn diagnostic 2-dimensional echocardiographic views and quantitation in the campus laboratory. Two-dimensional chamber protocols will be practiced and performed. Outside preparation includes completion of case studies and attendance at regularly scheduled extra help scan labs. Prerequisites: None. Corequisite: CVS1106; Theory Hours: 0 Lab Hours: 48 Practicum Hours: 0

CVS1109 – Registry Review I **2.0 Quarter Credits**
The course is a review encompassing material from the sonography curriculum. The emphasis is placed on reviewing information so that the student will successfully pass the ARDMS SPI registry exam and/or the physics portion of the CCI registry exam. Students will receive a thorough review of the physics curriculum and participate in test-taking strategies and physics practice examinations. Outside preparation includes the practice of simulated registry examinations. Prerequisites: PHYS 1101, CVS 2203. Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS2202L – Vascular Techniques III Laboratory **2.0 Quarter Credits**
This course provides laboratory instruction for obtaining diagnostic images of the abdomen. Abdominal protocols include aorto-iliac, renals, mesenteric, and hepatic systems. This course also provides advanced instrumentation techniques, evaluation of clinical signs and symptoms, with physical assessment and sonographic interpretation. Students will utilize techniques in B-Mode, pulsed wave, and color Doppler to assess tissue characteristics and hemodynamic flow states. Students will practice and demonstrate the required skills to perform diagnostic protocols and prepare accurate preliminary diagnoses. Outside preparation includes attendance of weekly skills lab and case study review. Prerequisites: CVS1101L, CVS1101, CVS1102, CVS1102L. Corequisite: CVS2202; Theory Hours: 0 Lab Hours: 48 Practicum Hours: 0

CVS2202 – Vascular Techniques III Theory **2.0 Quarter Credits**
This course provides a comprehensive study of abdominal ultrasound examinations and an introduction to sonographic anatomy and diagnostic methods for assessment of normal and abnormal abdominal structures and vasculature. Emphasis will be placed on aorto-iliac, renals, mesenteric system, hepatic system, and transplants. Sonographic evaluations pertaining to pathophysiology of abdominal organs and systems will be presented. Students will apply the principles of physics, hemodynamics, tissue evaluations with B-Mode, PW Doppler, and color flow assessments to interpret sonographic findings and prepare a preliminary diagnosis. Outside preparation includes reading assignments, case studies, critical thinking exercises, and completion of end-of-chapter exercises. Prerequisites: CVS1101L, CVS1101, CVS1102, CVS1102L. Corequisite: CVS2202L; Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS2203 – Acoustical Physics **3.0 Quarter Credits**
This course is designed to give a theoretical and practical understanding of the basic principles of ultrasound instrumentation, characteristics of sound, optimizing ultrasound physics utilizing the instrumentation, and understanding the effects of instrumentation manipulation. Outside preparation includes completion of end-of chapter exercises and study guides for exam review. Prerequisites: PHYS1101. Theory Hours: 30 Lab Hours: 0 Practicum Hours: 0

CVS 2204 – Sonographic Anatomy & Pathophysiology **3.0 Quarter Credits**
The course covers the essentials of cardiovascular sonography science. The basics of cross-sectional anatomy, pathophysiology, protocol usage and interpretation with imaging parameters will be discussed. Students will study the mechanisms, clinical recognition, as well as medical and surgical treatment for congenital and acquired cardiovascular disease. Outside preparation includes completion of end-of-chapter exercises and study guides for exam review. Theory Hours: 36 Lab Hours: 0 Practicum Hours: 0 Prerequisites: BSC 1085, BSC 1086, BSC 2085L BSC 2086L

CVS 2207 – Echocardiography Techniques II Theory **2.0 Quarter Credits**
Students study the concepts and procedures necessary to perform a complete two-dimensional diagnostic echocardiogram. The course draws upon knowledge of anatomy, physics, and basic sonography and introduces 2-D measurements with mathematical interpretation of results that deviate from the normal values. Stress testing and stress echocardiogram protocols will be introduced. Outside preparation includes completion of end-of-chapter exercises for group discussion and critical thinking exercises. Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0 Prerequisites: CVS 1106, CVS 1106L. Corequisite: CVS 2207L

CVS 2207L – Echocardiography Techniques II Laboratory **2.0 Quarter Credits**
Students will experience and learn through guided study and performance in a laboratory setting. The setting may include the usage of some or all the following techniques: 2-D, M-Mode, and Color Flow imaging. The calculation and interpretation of the findings will be evaluated and demonstrated on the machines. Basic and advanced protocols will be performed throughout the course. Students will learn diagnostic 2-dimensional echocardiographic views and quantitation in the campus laboratory. Two-dimensional chamber protocols will be practiced and performed. Outside preparation includes completion of case studies and attendance at regularly scheduled extra help scan labs. Theory Hours: 0 Lab Hours: 48 Practicum Hours: 0 Prerequisites: CVS 1106, CVS 1106L. Corequisite: CVS 2207

CVS2208 – Echocardiography Techniques III **2.0 Quarter Credits**
The course is a case-oriented approach to abnormal transthoracic and transesophageal studies. Discussions will include congenital and acquired abnormal structure and function of the heart as well as extensive analysis for the diagnosis and interpretation of heart disease. Demonstrations of echocardiography view transections, normal anatomy, and pathology presentations will be provided. Independent learning assessments and review of case presentations will be emphasized. Students will practice reviewing generated images and making independent differential diagnoses. Outside preparation includes review and evaluations of case study materials with critical thinking exercises. Prerequisites: CVS 1106, CVS 1106L, CVS 2207, CVS2207L. Corequisite: CVS2208L; Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS2208L – Echocardiography Techniques III Laboratory **2.0 Quarter Credits**
This course covers echocardiographic protocols utilizing 2-D, color flow, M-mode, PW, and CW Doppler techniques. Students will quantify disease utilizing and incorporating PISA, PHT, continuity equation, planimetry, ERO, RF, IVRT, biplanes Simpson's method, TDI, estimation of cardiac chamber pressures, and strain rate analysis. Students will perform echocardiographic examinations for normal and abnormal studies. The laboratory experience will enable students to demonstrate proficiency in the application of theoretical principles and scanning techniques for obtaining diagnostic protocols. Outside preparation includes attendance of weekly skills lab and case study review. Outside preparation includes attendance of weekly skills lab and case study review. Prerequisites: CVS 1106, CVS 1106L, CVS 2207, CVS2207L. Corequisite: CVS2208; Theory Hours: 0 Lab Hours: 48 Practicum Hours: 0

CVS2209 – Registry Review II **4.0 Quarter Credits**
The course is an overall review of material from the echocardiography and/or vascular technology curriculum. Emphasis is placed on reviewing information to prepare the student to successfully pass the CCI or ARDMS echocardiography or vascular technology examinations. The students will participate in test-taking strategies and echocardiography or vascular registry practice examinations. Outside preparation includes the practice of simulated registry examinations. Prerequisites: CVS 2202 CVS 2202L CVS 2208 CVS 2208L. Corequisite: CVS 2212P CVS 2214P; Theory Hours: 48 Lab Hours: 0 Practicum Hours: 0

CVS2211P – Echocardiography Clinical Practicum I **16.0 Quarter Credits**
This is the first clinical rotation in the Diagnostic Cardiovascular Sonography echocardiography elective. Students are introduced to a clinical laboratory setting in a hospital or cardiovascular imaging facility. During this experience, students become familiar with the following aspects of the operation of an echocardiography laboratory: recording medical information, professionalism, medical ethics, echocardiographic instrumentation, patient preparation, recording patient information, and performing echocardiographic examinations under direct supervision. Students will demonstrate progressive competencies following basic and advanced protocols. Outside preparation includes completion of clinical case study log booklet, clinical competency forms, and weekly summaries. Prerequisites: CVS 1106, CVS 1106L. Corequisite: None; Theory Hours: 0 Lab Hours: 0 Practicum Hours: 480

CVS2212P – Echocardiography Clinical Practicum II **16.0 Quarter Credits**
In this course, students continue their work in an echocardiography laboratory to build on the experience acquired during the Echocardiography Clinical Practicum I. Students will perform (independently or with limited supervision) echocardiography protocols, complete clinical competencies, and integrate knowledge acquired throughout the program. Students will demonstrate proficiency following basic and advanced protocols. Outside preparation includes completion of clinical case study log booklet, clinical competency forms, and weekly summaries. Prerequisites: CVS 2211P. Corequisite: None; Theory Hours: 0 Lab Hours: 0 Practicum Hours: 480

CVS2213P – Vascular Sonography Clinical Practicum I **16.0 Quarter Credits**
This is the first clinical rotation in the Diagnostic Cardiovascular Sonography vascular elective. Students are introduced to a vascular technology laboratory of a hospital or vascular imaging facility. During this experience, students become familiar with following aspects of the operation of a vascular laboratory: recording medical information, professionalism, medical ethics, vascular instrumentation, patient preparation, recording patient information, and performing vascular examinations under direct supervision. Students will demonstrate progressive competencies following basic and advanced protocols. Outside preparation includes completion of clinical case study log booklet, clinical competency forms, and weekly summaries. Prerequisites: CVS 1101, CVS 1101L. Corequisite: None; Theory Hours: 0 Lab Hours: 0 Practicum Hours: 480

CVS2214P – Vascular Sonography Clinical Practicum II **16.0 Quarter Credits**
In this course, students continue their work in a vascular laboratory to build on the experience acquired during the Vascular Sonography Clinical Practicum I. Students will perform (independently or with limited supervision) diagnostic procedures, complete clinical competencies, and integrate knowledge acquired throughout the program. Students will demonstrate proficiency following basic and advanced protocols. Outside preparation includes completion of clinical case study log booklet, clinical competency forms, and weekly summaries. Prerequisites: CVS2213P. Corequisite: None; Theory Hours: 0 Lab Hours: 0 Practicum Hours: 480

PDEV 1101 – Professional Development **1.0 Quarter Credits**
In this course, students learn interviewing techniques, resume planning, and proper attire for the job interview. Students work closely with the director of career development. Interviewing techniques, resume planning, and proper attire for the job interview are discussed. Outside preparation includes compilation of employment portfolio, including letter of application, resume, and follow-up letter. Theory Hours: 12 Lab Hours: 0 Practicum Hours:0 Prerequisites: None.

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS:
The CVS externship program requires certain designated weeks of hands-on applied training at an offsite third-party externship. Students entering an externship must make arrangements to be available at the times required by their site's educational coordinator or instructor. The student understands that all externships are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of the student to secure transportation. The student understands that the student is never an employee or independent contractor of the externship site or of the School at any time. The student is and always remains a student at the externship site. The student further understands that an externship is provided solely for the benefit of the student as a part of their Course of Study in order for the student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/ examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship as a hands-on classroom setting, to attend all required externship hours, and to abide by the rules and regulations of the externship site. Hours at externship sites can vary from day to day and

from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship may result in failure of the Course and the inability to graduate at the planned time. Externships are held in a variety of settings and locations. The student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in the student completing their externship and finishing their Course of Study. The student understands that neither the School nor the externship site guarantees, represents, or warrants that the student can apply, be considered for, will obtain or be entitled to any job position at the externship site where the student had their externship.

NOTE: School is only responsible for obtaining one externship site location for a Student.
IBT is only responsible for assigning one externship site per student. A student declining an externship location must provide in writing to their Externship Coordinator the reason(s) for declining the externship location. This written document will be reviewed by the Externship Coordinator and the Director of Education to determine if the student's explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site within 14 calendar days in order to continue with their externship program in the event a student refuses a site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site's rules, regulations and scheduling.

NOTICE: RULES AND CONDITIONS FOR CERTIFICATION FROM THE CARDIAC CREDENTIALING INTERNATIONAL (CCI) AND THE AMERICAN REGISTRY OF DIAGNOSTIC MEDICAL SONOGRAPHY (ARDMS):

Cardiovascular Sonography Certification Disclosure

The School's Cardiovascular Sonography (CVS) program is accredited by the Accrediting Council for Continuing Education & Training (ACCET). Graduates of the School's CVS program are eligible to sit for a registry exam administered by the Cardiac Credentialing International (CCI) and American Registry of Diagnostic Medical Sonographers (ARDMS) via the different prerequisite paths that CCI and ARDMS outlines. Please note that the CCI and ARDMS prerequisites listed below are also subject to change at any time and without notice by CCI and ARDMS and the School does not control the prerequisite requirements of the CCI and ARDMS.

Additional information about earning CCI credentials can be obtained at https://cci-online.org/ (See Credentials tab). Additional information about earning ARDMS credentials can be obtained at https://www.ardms.org/get-certified/

While there are several eligible prerequisite paths to achieve certification, IBT believes that these specific prerequisite pathways, and this combination of credentialing exams taken in this specific order, will best meet the needs of the majority of the school's CVS program graduates for their professional careers:

Registry Board	Education	Certification	Experience	Comments
ARDMS	Successful completion of a physics class or a physics review course ***Note:*** *Successfully passing the Acoustical Physics course in IBT's CVS program meets this requirement.*	SPI (Sonography Principles & Instrumentation)	None	There is an examination fee, which IBT will pay for students on their first attempt. ***Note:*** *While there is no requirement to take the SPI exam first, IBT makes this recommendation because CVS students are eligible to take the exam immediately after completing their IBT physics courses. Students enrolled in the CVS program will take the SPI exam during their CVS1109 – Registry Review I course.*

CCI	Students must: 1) Have a high school diploma or general education diploma at the time of application; 2) And, meet either of the following criteria: CCI prerequisite RCS5: A graduate of a NON-programmatically accredited program in cardiac ultrasound (echocardiography) Or CCI prerequisite RVS5: A graduate of a NON-programmatically accredited program in vascular ultrasound. ***Note:*** *Successful completion of IBT's CVS program meets all requirements above.*	RCS (Registered Cardiac Sonographer) **Or** RVS (Registered Vascular Specialist)	Minimum of one year of specialty training and includes a minimum of 800 clinical hours in the specialty in which the examination is being requested. ***Notes:*** *Successful completion of the clinical courses in IBT's CVS program meets this requirement.* *Students who complete their clinicals in echocardiography (CVS2211P and CVS2213P) are eligible for the RCS exam.* *Students who complete their clinicals in Vascular Sonography (CVS2212P and CVS2214P) are eligible for the RVS exam.*	There is an examination fee, which IBT will pay for students on their first attempt at either the RCS or RVS exam. ***Note:*** *Students can take these exams before they graduate from the CVS program. However, students passing the RCS or RVS exam before graduation will not receive their license until they provide CCI with proof of graduation.*
ARDMS	ARDMS Prerequisite 5: General—Student must hold one of the following Active credentials: ONLY RCS, RCCS or RVS through Cardiovascular Credentialing International (CCI) ***Notes:*** *Successfully passing either the RCS or RVS exam in the step IBT outlines above meets this requirement.* *While passing the SPI exam is not a prerequisite for taking either of the exams in this category, ARDMS will not award RDCS or RVT certification until a student has also passed their SPI exam.*	RDCS (Registered Diagnostic Cardiac Sonographer) **And/Or** RVT (Registered Vascular Technologist)	Previously met by achievement of other organization's certification. ***Note:*** *Successfully passing either CCI's RCS or RVS exam in the step IBT outlines above meets this requirement.*	Each exam has an examination fee. IBT will pay for students on their first attempt at either the AE or RVT exam. **IBT graduates may be eligible to sit for either or both of the following:** Adult Echocardiography (AE) Examination* **And/Or** Registered Vascular Technologist (RVT) examination ***Notes:*** *With the required clinical experience letter provided by the school, IBT Students who successfully pass either CCI's RCS or RVS exam are qualified to sit for both the AE and RVT exams above, regardless of their clinical specialty at IBT.* **While students may also take the Fetal Echocardiography (FE) Examination or Pediatric Echocardiography (PE) Examination, the curriculum in IBT's CVS program specifically prepares students for the Adult Echocardiography (AE) Examination.*

Additional Exam Requirement Notes

ARDMS requires:
Copy of a non-expired government-issued photo identification (ID) with signature; the first and last names on the ID must exactly match the first and last names in your ARDMS/APCA record.

CCI requires: 2 forms of ID

- The first and last name that the candidate uses to register must match exactly the first and last name on both of the IDs that are presented on test day.
- All IDs required must be issued by the country in which the candidate is testing. If the candidate does not have a qualifying primary ID issued from the country they are testing in, an International Travel Passport from their country of citizenship is required, along with a secondary ID.
- Candidate is required to present two forms of original (no photo copies), valid (unexpired) IDs; one form as a primary ID (government issued with name, recent recognizable photo, and signature) and one form as a secondary ID (with at least a name and signature, or name and recent recognizable photo).

Primary ID:

- International Travel Passport
- Driver's license
- Military ID (including spouse & dependents)
- Identification card (national/state/province identity card)
- Alien registration card (green card, permanent resident, visa)
- Local language ID (not in Roman characters) – accepted only if issued from the Country the Candidate is testing in

Secondary ID:

- Any ID containing at least name and signature, or name and recent recognizable photo that meets above ID requirement
- In Japan, a valid Blue Japanese Health Card is acceptable

The following eligibility prerequisite documentation will be provided by the school to the graduate upon successful completion of the CVS program:

1) Official School transcript;
2) Education program certificate (Diploma);
3) Original student verification letter from the School's educational program director verifying length of ultrasound experience/successful completion of sonography program;
4) Original student clinical experience letter.
5) Original signed and completed clinical verification form for the appropriate specialty areas.

PLEASE NOTE THAT BEING A REGISTERED DIAGNOSTIC MEDICAL SONOGRAPHER IS NOT A REQUIREMENT TO WORK AS A DIAGNOSTIC MEDICAL SONOGRAPHER IN THE STATE OF CALIFORNIA AT THE PRESENT TIME. HOWEVER, EMPLOYMENT OPPORTUNITIES AND SALARY POTENTIAL WILL BE LIMITED WITHOUT BEING REGISTERED.

DISCLOSURE NOTICE TO CVS STUDENTS
The majority of hospitals and other healthcare institutions in the state of California that employ sonographers, require as a pre-condition of being hired, that each sonographer already be registered/credentialed by one of several independent, non-profit organizations that are globally recognized for their standard of excellence in sonography. Three of the most prominent of these organizations are the American Registry of Diagnostic Medical Sonography (ARDMS), the American Registry of Radiologic Technology (ARRT), and the Cardiovascular Credentialing International CCI.

All prospective students of the School's CVS program should expect that upon graduating from the School's CVS program that their graduation will be the completion of the student's first step in their career goal of becoming a successful Cardiovascular Sonographer. The School believes, given the existing hiring requirements of sonographers in California, that there is a necessary second career step that needs to be undertaken by the student in order to ensure a successful and rewarding career as a sonographer. The School highly recommends that the student after graduation complete a second career step by becoming registered and credentialed with either ARDMS or CCI. All students should budget the time, effort and commitment to be registered by one of these organizations. The School does not recommend that anyone enroll in its CVS program without the student also

making the further personal commitment at the time of enrollment to additionally seek registration with ARDMS or CCI after graduation.

Additional information about ARDMS Credentials/Ultrasound Examinations can be obtained at www.ardms.org/get-certified/Pages/default.aspx or www.ardms.org

Additional information about earning CCI Credentials can be obtained at https://cci-online.org/

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
29-2032	Diagnostic Medical Sonographers, such as: Echocardiographer, Cardiac Sonographer, Vascular Sonographer, Cardiovascular Sonographer
29-2030	Diagnostic Technologist, Diagnostic Technician
29-2031	Cardiovascular Technologist, Cardiovascular Technician, Cardiac Ultrasound Technician, Cardiac Ultrasound Technologist, Cardio Technologist
29-2099	Health Technologist and Technicians, All Other
29-2012	Medical and Clinical Laboratory Technicians

* All SOC codes are accurate for the 2018 system and are available at: http://www.bls.gov/soc/#classification

7. ORGANIZATION AND STRUCTURE

Organization
IBT is owned by the Institute for Business & Technology, Inc., a privately owned, California Corporation. The Institute for Business & Technology Inc. also owns and operates affiliated campuses in Citrus Heights, California, and San Antonio, Texas. The Institute for Business & Technology, Inc. is a wholly owned subsidiary of Mikhail Education Corporation.

The address of the principal corporate office is 91 East Tasman Drive, San Jose, California 95134; telephone number 408-727-1060, 1-800-548-8545, http://ibt.edu/.

The affairs of the Institution are managed by the Board of Directors of the Institute for Business & Technology, Inc.

The Board of Directors of the Institute for Business & Technology, Inc. are:
Peter S. Mikhail, Member of Board of Directors and CEO
Sally Mikhail Bemis, Chief Operating Officer, Secretary, and Chairwoman of Board of Directors
Nermine Shivers, Member Board of Directors

8. STAFF AND FACULTY DIRECTORY

STAFF

Eric Espejo	Campus Director
Lauren Geppi	Director of Education
Nivayah Guerrero	Director of Allied Health Programs/Allied Health Externship Coordinator
Harry Schubel	Director of Trades (Electrician & HVAC)
Marco Correia	Acting Automotive Technology Program Director
Vacant	Cardiovascular Sonography Program Director
Meghan Kinney	Registrar
Greisy Lopez	Business Officer
Parul Gupta	Director of Career Services
Ruchi Bohra	Career Services Coordinator
Julie Forte	Career Services Coordinator
Elisa Santillana	Front Desk Receptionist
Celine Alcantara	Front Desk Receptionist
Vacant	CVS Externship Coordinator
Terry Henderson	Regional Director of Financial Aid
Antonio Iraheta	Financial Aid Officer
Niyati Popli	Financial Aid Officer
Mike Le	Director of Admissions
Dianne Allen	Sr. Admissions Representative
Melissa Doung	Admissions Representative
Aria Joshi	Admissions Representative
Christopher Sandoval	Sr. Admissions Representative
Chris Douglass	HVAC Teacher's Assistant
Surinder Lally	Lab Assistant
John Matagulay	Electrical Lab Assistant

You may contact staff at: (408) 727-1060 or 91 East Tasman Drive, San Jose, California 95134

FACULTY

AUTOMOTIVE TECHNOLOGY	
Marco Correia, Acting Program Director, Automotive Instructor	Served as an automotive technician for five years before joining IBT in 2025.
Sultan Ahmed, Automotive Instructor	Mr. Ahmed holds a certificate in Automotive Technology from Sequoia Institute and is ASE-certified.
Jesus Arredondo, Automotive Instructor	Mr. Arredondo holds a certificate in Automotive Technology from Sequoia Institute and has over 30 years of experience as a technician.

ELECTRICIAN	
Harry Schubel, Director of Trades: Electrician and HVAC	HVAC Diploma – Institute for Business & Technology – Santa Clara, CA NCCER Electrical Instructor Certification since 2013 Preventative Maintenance Certification HVAC Employment Ready Electrical Certification Over 10 years' Electrician Industry and Electrician Education Experience
Walt Arney, Electrician Instructor	Electrician in commercial settings since 1982
Andrew Baker, Electrician Instructor	Electrician Diploma – Institute for Business & Technology – Santa Clara, CA Electrician for US Dept of Veterans Affairs
Ryan Flores, Electrician Instructor	Electrician Diploma – Institute for Business & Technology – Santa Clara, CA Electrical installer, general residential experience since 2017
David Plett, Electrician Instructor	High School Diploma - Installed pole lighting and completed commercial electrical projects. Installed wall packs and bollards; performed commercial lighting work. Has experience working since 2016.
Walter (Paul) Robertson, Electrician Instructor	Completed 5-year NJATC apprenticeship program in the I.B.E.W., Local 234; Over 25 years' experience working in the electrical trade; Over 10 years' Electrician Instructor experience; Lighting Project Managed/Rexcel Inc.
Aiden Styzynski, Electrician Instructor	Electrician Diploma – Institute for Business & Technology – Santa Clara, CA; Electrical work for construction since 2020.
Kevin Zygadlo, Electrician Instructor	BS Kinesiology; Electrician Diploma – Institute for Business & Technology – Santa Clara, CA; experience Teaching English as a Foreign Language (TEFL), experience with both residential and commercial Electrical roles since 2019.
Nick Van Ess, Electrician Instructor	Diploma: Electrician & Advanced PLCs – WyoTech – Fremont, CA Nearly 10 years' Electrician Industry experience; Howell Electric Inc., Santa Clara, CA K.M.L. Electric Inc., Livermore, CA
COMMERCIAL REFRIGERATION, HEATING AND AIR CONDITIONING	
Nathan Kinder, Instructor HVAC	HVAC Diploma and Electrician Diploma– Institute for Business & Technology – Santa Clara, CA; AirForce Heating & Air, Royal Air & Comfort, NATE Heat Pump Certified, EPA Universal Certified
Jonathan Sanchez Martinez, Instructor HVAC	HVAC Diploma – Institute for Business & Technology – Santa Clara, CA EPA Universal Certified, RETA Certified Experience with Commercial Refrigeration using Ammonia
Tommy Munoz, Instructor HVAC	HVAC Diploma – Institute for Business & Technology – Santa Clara, CA, EPA Universal Certified, CPR Certified
Marvin Neal, Instructor HVAC	HVAC Diploma – Institute for Business & Technology – Santa Clara, CA EPA Universal Certified; Experienced HVAC Technician
Caesar Trejo, Instructor HVAC	AA Degree HVAC from Universal Technician Institute in Arizona 1993. Contractor Licensed. 20+ years HVAC business owner.
ALLIED HEALTH	
Nivayah Guerrero, Allied Health Program Director, Lab Instructor	California License CPT1, 14 years of phlebotomy experience and two years of teaching experience.
Eduardo Del Rio, Lab Assistant/EKG Technician/ Phlebotomist Instructor	BS in Biomolecular Engineering and Bioinformatics, UC-Santa Cruz; Four years of experience as a laboratory assistant; (CPT1) Certified Phlebotomy Technician I
Nicholas Ordonez, Phlebotomy Lab Director	Registered Nurse - BSN, Xavier University: Cincinnati, OH – BS in Chemistry, San Jose State University: San Jose CA, work experience includes Charge Nurse and Clinical Nurse. Has over 3 years of experience working in the field.
Alyssa Orosco, Lab Assistant/EKG Technician/ Phlebotomist Instructor	Phlebotomy certificate-Bay Area Medical Academy; Three years of experience as a phlebotomist; (CPT1) Certified Phlebotomy Technician I

Dr. Chan “Calvin” Tran, Medical Assistant Instructor	Doctor of Chiropractic, Palmer West Physiology, San Jose State University ARDMS, HIPPA, OSHA, CMA, BLS Certified
Sandy Vera-Martinez, Medical Assistant Instructor	Certified Medical Assistant-Central Coast College – Over 8 years of experience working in the field assisting patients with triage, administering injections, and performing EKG’s.
CARDIOVASCULAR SONOGRAPHY	
Bachar Asskar, Cardiovascular Sonography Instructor	Doctor of General Medicine, Timisoara Institute of Medicine – Timisoara, Romania. Registered ARDMS, and National Certified Medical Assistant.
Dr. Oleg Matraguna Cardiovascular Sonography Instructor	Medical Doctor of General Medicine, General Surgery at Nicolae Testemitanu State Medical and Pharmaceutical University. Registered RDCS.
Akshay Sharma, Cardiovascular Sonography Instructor	Master of Public Health-Touro University; Certificate in Diagnostic Medical Sonography-Sacramento Ultrasound Institute; Bachelor of Science in Molecular Microbiology and Immunology; Bachelor of Science in Biology-University of Nevada-Reno; Seven years of experience as a vascular sonographer
GENERAL EDUCATION	
Dr. Andrea Diacono, General Education Instructor: Cardiovascular Sonography	DPT Doctor of Physical Therapy 2010, BS Sports Medicine/Athletic training 2000, BS Biology 2001. 13 years of experience in Pediatric Physical Therapy 15 years of experience teaching in higher education
James Collins, General Education Instructor: Cardiovascular Sonography	Over ten years of experience as a radiology and CT technician; American Registry of Radiologic Technologists (ARRT); California Radiologic Technologist (CRT); California Radiologic Health Fluoroscopy (RHF); Basic Life Support (BLS), Healthcare Providers; Bachelor of Science in Anthropology-Southern Illinois University Edwardsville
Pamela Metz, General Education Instructor: Cardiovascular Sonography	PhD in Clinical Forensic Psychology. Master of Science in Clinical Psychology. BS in Science in Forensic Psychology. AA in Medical assistant. Certified Medical Assistant. 20+ years’ experience in Medical Assisting. 3+ years Medical Assistant Instructor.
Felipe Riojas, General Education Instructor: Cardiovascular Sonography	BA Telecommunications, MA Education-Educational Leadership Experience teaching English since 2002 General Education instructor since 2010
Josh Tropp, General Education Instructor: Cardiovascular Sonography	BA Philosophy, MA Philosophy, research assistant for Physics Experienced teacher for Math and Science, with an emphasis on Physics

STUDENT DISCLOSURES SECTION
School Policies

This Student Disclosures Section contains those policies and procedures that students need to know and follow in order to successfully obtain the knowledge and training that they will be receiving in their program of study. This Section is a part of the IBT catalog and provides additional information to students on IBT school policies pertaining to their student enrollment including admissions, financial aid**,** and program and graduation requirements.

Tardiness and Clock-In
Tardiness disrupts the learning environment for everyone. It is your obligation as a student and a condition of your enrollment to exercise the habit of being “on-time” for class and appointments. Please be aware that class will begin whether you are there or not. If you arrive after your scheduled start time, you will be marked as tardy. If you are tardy, your clock hours will be rounded to the nearest quarter hour.

Tardy students may or may not be allowed into class at the discretion of the instructor or Campus Director. If you are going to be late, you need to contact the school staff. If you are allowed to arrive in late to class, when you arrive you must enter the class as quietly and discretely as possible so you do not disturb the instructor or your fellow students.

Student Appearance
Your dress and appearance must be in compliance with the following standards at all times:

1. Gender specific clothing is required at all times.
2. Clean hygiene (including use of deodorant and breath mints) is essential.

Academic Achievement
Our programs were developed to support different learning styles and incorporate lessons, demonstrations, media and activities to enhance the learning process. If you have any questions regarding daily lessons, please talk with your instructor or the Campus Director.

It is critical that you come to school prepared for your daily lessons and assignments. Make sure you bring the books and equipment you need to perform your assignments. Students who do not come prepared with the books and materials they need to fully participate in that day’s lessons may be required to leave class until they return with the necessary books and equipment.

Change in Status
It is important that you notify the administrative office and your instructor of any changes in status, including your address, phone number, email address, emergency contact information, etc. The School needs to have your most current information on file.

Standards of Conduct

The School expects students to be honest in all of their academic work. By enrolling at the School, students agree to adhere to high standards of academic honesty and integrity as set forth below and understand that failure to comply with these Standards of Conduct may result in academic and disciplinary action up to and including termination of their enrollment from the School. As member of the School’s community, each student also has an ethical obligation to report violations of any academic honesty policy they may witness.

Academic Honesty Policy

All students have an ethical obligation to adhere to this Academic Honesty Policy.

The conduct set forth below constitutes a violation of the Academic Honesty Policy. Students who violate the Academic Honesty policy will be subject to discipline up to termination of their enrollment from the School. Legitimate collaboration between a student and a tutor shall not be considered a violation of the School’s

Academic Honesty Policy. However, students who receive assistance from a tutor must ensure that any work submitted in class is the student's own. Violations of the Academic Honesty Policy, include but are not limited to, the following:

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A. Cheating - The improper taking or tendering of any information or material which shall be used to determine academic credit. Examples include but are not limited to the following:

    1. Copying from another student's test or homework paper.
    2. Allowing another student to copy from a test or homework assignment.
    3. Using unauthorized materials during a test, such as the course textbook, notebook, formula lists, notes or crib sheets, including those stored in a calculator.
    4. Obtaining access to confidential test materials or questions before tests, quizzes, or assignments.
    5. Having or providing unauthorized outside help or collaborating with other students without specific permission from the instructor when completing any tests, quizzes, or assignments.
    6. Having another individual write or plan a paper, including those bought from research paper services.
    7. Submitting the same paper/project in more than one class.
    8. Providing a student's user name/password to others with the intent of misrepresentation in accessing / completing course work or class attendance.
    9. Participation in the unauthorized acquisition, use, or attempt to use the user ID or password of others.

B. Use of generative AI without permission – Students shall not use any public or private generative artificial intelligence (AI) services such as, but not limited to, ChatGPT, Microsoft Copilot, Grok or Google Gemini without written permission from their instructor specifying exactly how the AI is sanctioned for use in that specific assignment or activity. For example: A student may not use AI for activities and assignments including but not limited to homework assignments, essays, reports, presentations (such as PowerPoint, Excel, etc.), quizzes, and exams. The school reserves the right to use anti-plagiarism software, such as Turnitin or Respondus, to confirm students' authorized use of AI in compliance with this policy,

C. Plagiarism – The attempt to represent the work of another, as it may relate to written, online, or oral works, computer-based work, mode of creative expression (i.e., music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

    When a student submits oral, online, or written work for credit that includes the words, ideas or data of others, in order to avoid plagiarism, students must cite the source of that information in their work through complete, accurate, and specific references, and if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies their originality of all work not otherwise identified by appropriate acknowledgements. Examples of plagiarism include, but are not limited to, the following:

    1. Quoting another person's words without using quotation marks and citing the source appropriately.
    2. Using another person's ideas, opinion or theory, even if it is completely paraphrased in one's own words, without citing the source appropriately.
    3. Drawing upon facts, statistics, or other illustrative materials, unless the information is commonly known in general society, without citing the source appropriately.
    4. Submitting a paper purchased from a term paper service as one's own work.
    5. Failing to accurately document information or wording obtained online.
    6. Submitting anyone else's paper as one's own work.
    7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material. Please refer to the Copyright Policy later in this catalog, which is incorporated herein by reference.
    8. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another.

D. Bribery - The offering giving, receiving, or soliciting of any materials, items or services of value to gain academic advantage or yourself or another. This does not apply to School approved or sponsored tutoring or supplemental instruction.

E. Misrepresentation - Any act or omission with intent to deceive an instructor for academic advantage. Misrepresentation includes using another's identity either with or without their permission with the intent of accessing / completing course work or class attendance, lying to an instructor to increase your grade; or lying or misrepresenting facts when confronted with an allegation of academic dishonesty.

F. Conspiracy - The planning or acting with one or more persons to commit any form of academic dishonesty to gain academic advantage for yourself or another.

G. Fabrication - The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic advantage; also the falsification or misrepresentation of experimental data, and violating the professional ethics that are established in clinical activities, science labs, research projects, externships or internships. Examples include, but are not limited to, the following:

1. Submitting any academic exercise as one's own (e.g. written or oral work, sculpture, computer program, etc.) prepared totally or in part by another, including on-line sources.
2. Taking a test for someone else or permitting someone else to take a test for you.

H. Collusion - The act of working with another person on an academic undertaking for which a student is individually responsible. Unless working together on an individual assignment has been prior approved, it is not allowed. On group projects, students must stay within the guidelines set by the instructor and this rule. If the instructor provides additional guidelines, they must be followed. Failure to do so also constitutes a violation of these Policies.

I. Duplicate Submission - Submission of the same or substantially same paper/project in more than one class unless prior permission has been obtained from the current instructors if the paper/project is being used in two classes in the same module or from the subsequent instructor if being used in a subsequent module.

J. Academic Misconduct - The intentional violation of School policies by tampering with grades or taking part in obtaining or distributing any part of a test, quiz, or graded assignment. Examples include, but are not limited to, the following:

1. Stealing, buying, downloading, or otherwise obtaining all or part of a test and/or test answers.
2. Selling or giving away all or part of any test and/or test answers.
3. Asking or bribing any other person to obtain a test or any information about a test.
4. Misrepresenting the truth, including handing in computer programs or using computer programs generated by another as one's own work; lying to an instructor to increase a grade; and lying or misrepresenting facts when confronted with an allegation of academic dishonesty.
5. Changing, altering, or being an accessory to changing and/or altering of a grade in a grade book, on a computer, on a test, on a "change of grade" form, or on other official academic records of the School which relate to grades.
6. Continuing to work on an examination or project after the specified time has elapsed.

Student Code of Conduct

The School seeks to provide the best educational environment for its students, faculty, and staff. The School requires each student to obey the rules and regulations established by the School, and all local, state, and federal laws. The School will not tolerate deliberate disruptive words, actions, violence, or physical interference with the rights of any member of the School community or with any of the facilities of the School, or with any authorized functions being carried out on the School campus or at any School sponsored event.

Therefore, in furthering the educational aims of the School, rules and regulations are established concerning conduct on the campus or at any School sponsored event, the use of School property, the means of enforcement, and penalties for any violations.

The Student Code of Conduct applies specifically to student behavior. Student rights are basic to the freedom to learn and must be based on mutual respect and responsibility. In addition, when a student enrolls at the School, she/he agrees to abide by all School regulations. Therefore, violations of any section of the Code of Conduct will result in appropriate disciplinary action.

These standards include but are not limited to the following:

1. Display professional behavior at all times. The following behavior is not permitted: use of profanity and vulgarity, behavior that causes discord in the School, extreme and willful disruption of the School environment, physical altercations, aggressive arguments, and physical abuse of another person, shouting or being discourteous to any staff member, guest or student. The School will not tolerate threats, harassment, bullying, discrimination or persecution of another student, staff member, or guest or campus visitor for any reason including but not limited to race, religion, age, sex, sexual orientation, disability, financial status, or country or area of origin or residence. Any of the behavior noted above is not acceptable, will result in disciplinary action, and depending on the severity of the offense(s), may result in termination of enrollment as determined by the School.
2. Always treat School and student property with respect. If any student is found stealing or abusing School property or that of another person, that student will be terminated.
3. Alcohol and drugs have no place at the School or in any professional environment and are prohibited per the Drug-Free Schools and Communities Act of 1989. Any student found to be in possession or under the influence of drugs or alcohol will have their enrollment terminated.
4. IBT prohibits the possession or use of dangerous weapons on school property. "Dangerous weapons" include, but are not limited to, firearms, explosives, knives and other weapons that might be considered dangerous or that could cause harm. A license to carry a weapon does not constitute authorization to carry such a weapon on school property or supersede this policy.
5. Cell phones must be set to vibrate during class time and may be used only outside the campus premises and only during lunch and break times.
6. Eating and drinking is not permitted in classrooms or in the labs. You may only eat and drink in the student lounge or outside of the building.
7. Headphones/ear buds, iPods, and other personal audio or video devices are not permitted during class or while performing work on a lab floor
8. Refrain from entering staff offices without a staff member present. Make sure you have permission to enter these areas.

The School provides postsecondary vocational education for adult learners and, as such, expects our students to interact with staff, other students and guests in a responsible adult manner. We put the Standards of Conduct in place to address unprofessional behavior but it is not meant to list all possible types of student misbehavior or offenses. We believe that the best way to resolve issues is to communicate with each other in a respectful manner. Issues or offenses that cannot be resolved through the use of verbal correction will result in further disciplinary action against a student, as determined in the School's sole discretion, including any one or more of the following depending on the severity of the offense(s): written disciplinary action, probation, suspension and termination of enrollment.

Facilities

Student Break Room: The student break room is available to all students during your lunch and break times only. You are expected to help keep it clean. Smoking is not permitted anywhere in the campus building or around the entrance door. Smoking is only allowed in designated areas outside of the campus.

Parking: The School does not provide a designated parking space for each student. Therefore, you must abide by all of the parking rules and regulations of the School and the community in which your campus is located.

Notice of Student Rights

Student Grievances and Complaints Under School, Accreditor, State, and Federal Policies and Regulations

STUDENT GRIEVANCE POLICIES AND PROCEDURES

General Academic Grievance Procedures

The School's student grievance procedures are designed to handle complaints and grievances concerning the actions, decisions, or inactions of faculty or staff members or fellow students. The school has established policies to address grievances related to general academic matters or code of conduct matters that do not include a complaint involving a disability, sexual harassment, or any conduct that is based on unlawful discrimination on the

basis of age, sex, national origin, religion, or ethnicity. Students who wish to initiate a complaint related to general academic concerns should refer to the General Academic Grievance Procedures following directly below.

1st Step: Attempt to Resolve the Situation Directly

The student should first attempt to resolve the situation with the person whose action is being questioned. Additional questions or concerns regarding the School's enrollment agreement or the meaning, interpretation, and application of any of the provisions set forth in this catalog or for any other reason, may be brought forth for resolution.

If a student is unable to resolve a situation directly with the person whose action is being questioned, they should proceed to the next step and use the campus complaint procedure below.

2nd Step: IBT Student Complaint Procedure

When a grievance occurs, the student should first attempt to resolve the situation with the person whose action is being questioned. If that is not reasonably possible or if the student does not believe the matter has been resolved or won't be resolved by the person in question, he or she may proceed utilizing the following steps:

1. The student may file in writing with the Director of Education, within three working days of the incident, the following information:

    A. A statement of the specifics involving the grievance.
    B. The dates of the occurrence.
    C. A listing of policies and procedures involved (if known).
    D. The names of the individuals involved (if known).
    E. The interpretation or remedy sought.

    The Director of Education will investigate the complaint, and may conduct a conference with all involved parties in an attempt to resolve the grievance. The student will receive a written response from the Director of Education within ten (10) working days of receipt of the student's grievance.

2. If the grievance still remains unresolved to the satisfaction of the student who filed the grievance, the aggrieved student may appeal the decision within five working days of that decision to the Campus Director. The Campus Director may take whatever steps are deemed necessary to investigate, review and attempt to resolve the matter. The Campus Director or his/her representative will render a decision, which is final and binding upon all parties.

3rd Step: Accreditor and State Complaint Procedures

If a student is unable to resolve a situation through the campus complaint procedures and appeals, they may utilize one of the external complaint procedures listed below, though the school's accreditor or the state.

ACCET Student Catalog Notice - ACCET Student Complaint Procedure

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that quality educational training programs are provided. When issues or problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET accredited institutions and frequently requires the submission of a written complaint. Refer to the school's written complaint procedures published in this catalog in the Student Disclosures section under Notice of Student Rights. Note that ACCET will process complaints that involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

If a student has used the institution's formal student complaint procedure, and the issue has not been resolved, the student has the right and is encouraged to submit a complaint to ACCET in writing via the online form on the ACCET website (https://accet.org/about-us/contact-us). The online form will require the following information:

1. Name and location of the ACCET institution
2. A detailed description of the alleged problem(s)
3. The approximate date(s) that the problem(s) occurred
4. The names and titles/positions of all persons involved in the problem(s), including faculty, staff, and/or other students

5. What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET
6. The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved
7. The status of the complainant with the institution (e.g. current student, former student, etc.)

Please include copies of any relevant supporting documentation (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).

Note: Complainants will receive an acknowledgement of receipt within 15 business days.

Additional Contact Information for ACCET
Address: ACCET
1722 N Street NW
Washington, DC 20036
Telephone: (202) 955-1113
Email: info@accet.org
Website: www.accet.org

BPPE Student Catalog Notice – Complaint Procedure
A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 or by completing a complaint form, which can be obtained on the Bureau's Internet Website at http://www.bppe.ca.gov.

Federal Statements of Non-Discrimination, Complaint Policies and Regulations:

EQUAL EDUCATIONAL OPPORTUNITY

IBT is an equal opportunity employer/program. The School is committed to providing an educational climate that is conducive to the personal and professional development of each individual. Students should be aware that discrimination and/or other harassment based on the age, color, ethnic background, disability, family status, gender, national origin, race, religion, sex, sexual orientation, or veteran status is unacceptable. Auxiliary aids and services are available upon request for individuals with disabilities.

TITLE IX POLICY & PROCEDURES

Institute for Business & Technology (The School) does not discriminate on the basis of sex in the education programs or activities that it operates, and it is required by Title IX of the Education Act and the Regulations of the Department of Education (34 C.F.R. § 106, *et. seq.*) not to discriminate in such a manner. The requirement not to discriminate in any education program or activity extends to admission to the School and employment opportunities with the School.

Pursuant to this policy and the procedures stated in the school's Title IX policy, the School must respond to alleged incidents of sexual harassment, as defined in the Title IX policy, that occurred in the School's education program or activity, against a person in the United States. The School's Title IX Policy is fully set forth in Addendum A to this catalog, and are posted on the IBT website at https://ibt.edu/title-ix-information.

Contacting the Title IX Coordinator
Inquiries about the application of Title IX Regulations of the Department of Education may be referred to the School's Title IX Coordinator or the Assistant Secretary of the Department of Education, or both. The School's Title IX Coordinator can be contacted at:

Eric Espejo, Campus Director
91 East Tasman Drive,

San Jose, California 95134
(408) 727-1060
eric.espejo@ibt.edu or TitleIXCoordinator@ibt.edu

The Assistant Secretary of the Department of Education can be contacted at:

U.S. Department of Education
Assistant Secretary for Civil Rights
400 Maryland Avenue Maryland Avenue, SW
Washington, D.C. 20202-1100
1-800-421-3481
OCR@ed.gov

NOTICE OF NON-DISCRIMINATION ON THE BASIS OF DISABILITY

In accordance with applicable Federal and State laws and School policy, including Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 the school does not discriminate on the basis of physical or mental disability. Retaliation for participation in school procedures relating to complaints of discrimination is also prohibited. This nondiscrimination policy covers admission, access, and treatment in the school's programs and activities.

The school is committed to prohibiting disability-based discrimination and harassment, and retaliation, performing a prompt and equitable investigation of complaints alleging discrimination, and properly remedying discrimination when it occurs.

Examples of discrimination against students with disabilities include, but are not limited to: failure to engage with the student in a discussion of reasonable accommodations for a disclosed disability; failure to implement approved reasonable accommodations such as access to lecture transcripts and recordings, or extra time on tests; and exclusion of a qualified student from any course of study, or other educational program or activity because of the student's disability.

Disability-based harassment is conduct which is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the school.

The school has issued a grievance procedure called: "ADA and Section 504 Grievance Procedures" and students who feel that they have been harassed or discriminated against for their disability should follow this procedure set forth below in this catalog.

Additionally, the school has issued a procedure for requesting reasonable accommodations under Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 entitled "Disability Accommodation Procedure." This procedure is also set later in this catalog.

Any student wishing to request a reasonable accommodation should contact the school's Director of Education at (408) 727-1060 or lauren.geppi@ibt.edu.

Students who wish to file a complaint in accordance with the ADA and Section 504 Grievance Procedures should contact the school's Campus Director at email: campusdirector@ibt.edu or (408) 727-1060. Any other inquiries regarding the school's student-related nondiscrimination policies may also be directed to the school's Campus Director at campusdirector@ibt.edu.

ADA AND SECTION 504 GRIEVANCE PROCEDURES

Students, employees, or other members of the school community with concerns or complaints about the provision of requested disability accommodations, denials, or the accommodation process, or who have complaints involving compliance with approved accommodations by the school's faculty or staff, are directed to this complaint procedure. Although complainants are encouraged to follow the steps in this procedure, a complainant is not

required to use this complaint procedure or to even proceed through each step below prior to submission of a complaint with the U.S. Department of Education, Office of Civil Rights.

Note about Discrimination Complaints: Individuals who believe they have been subject to discrimination based upon a disability, as described in Section 504 of the Rehabilitation Act of 1973 or The Americans with Disabilities Act of 1990, should report the matter to the school's Campus Director per the school's "Notice of Non-Discrimination on the Basis of Disability" Policy.

First Step: Consider resolving the matter informally
Before proceeding to the formal process, complainants are encouraged, but are not required to consider whether their concern can be effectively addressed by speaking directly with a staff or faculty member.

Second Step: Filing a Formal Complaint
When a concern is not resolved through the informal process, the complainant may file a formal compliant to school's Campus Director. The complaint must be in writing and must clearly articulate the complainant's concern as well as the desired resolution. The complainant will have the opportunity to present witnesses (in the form of signed statements) and other evidence in connection with this process. Formal complaints may be submitted to the Campus Director at email: campusdirector@ibt.edu or hand delivered to the office of the Campus Director at 91 East Tasman Drive, San Jose, California 95134. The Campus Director will review the submission, including all evidence submitted, and reach a determination, which the Campus Director shall communicate in writing to all involved parties within 30 business days of receipt of the formal complaint. The Campus Director's determination, when appropriate, will also include an assurance that steps will be taken to prevent recurrence of any discrimination, and will include appropriate remedial actions.

Third Step: Panel Review
In the event that a complainant wishes to appeal the Campus Director's determination. The student/employee must submit a written statement to the President that requests an appeal and sets forth the grounds for the appeal. The President will choose a Panel of two senior administrators at the vice president level or higher who are not employed at the complainant's primary campus who will review the appeal. The Panel will issue its decision in writing within 20 business days of the President's receipt of the appeal.

Notice of Binding Arbitration and Class Action/Collective Arbitration Waiver

A. Binding Arbitration

Your enrollment agreement with IBT includes your agreement to resolve certain disputes that may arise between IBT and yourself through a process called BINDING ARBITRATION. Arbitration is an alternative to litigating a dispute in a court of law. It is a private process where the parties to a dispute agree that one or several individuals that are called Arbitrator(s) can make a decision about the dispute after receiving evidence and considering arguments.

For certain disputes, as a condition of your enrollment, you have agreed to GIVE UP YOUR RIGHT TO GO TO COURT to assert or defend your rights under the enrollment agreement excluding matters that may be taken to a small claims court with jurisdiction over you and IBT.

This means that for certain disputes any claims that you or IBT may have will be heard by a NEUTRAL ARBITRATOR instead of a judge or jury.

Under the arbitration process you are entitled to a FAIR HEARING, BUT the arbitration procedures are designed to be SIMPLER AND MORE LIMITED THAN RULES THAT APPLY IN A COURT OF LAW.

You are entitled (but not required) to be represented by an attorney during arbitration, if you so choose.

The decision of the Arbitrator is enforceable just as any order issued by a court of law.

The Arbitrator's Decision Is Final, And As Such, Can Be Reviewed By A Court Of Law Only In Very Limited Circumstances.

The costs of the arbitration filing fee, Arbitrator's compensation, and facilities fees that exceed the applicable court filing fee will be paid by IBT.

B. Class Action/Collective Arbitration Waiver

Your enrollment agreement with IBT also contains a further condition for enrollment, that requires you to agree that any dispute or claim that you may bring against IBT will be brought solely in your individual capacity. THIS MEANS YOU MAY NOT BE A PLAINTIFF OR PARTICIPATE AS A CLASS MEMBER IN ANY PURPORTED CLASS ACTION, REPRESENTATIVE PROCEEDING, MASS ACTION OR CONSOLIDATED ACTION, WHETHER IN A COURT OF LAW OR IN ARBITRATION.

C. Effect on Borrower Defense To Repayment Applications

Nothing in your enrollment agreement requires you to participate in arbitration or any internal dispute resolution process offered by IBT prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 CFR § 685.206(e);

IBT does not, in any way, require students to limit, relinquish, or waive their ability to pursue filing a borrower defense claim, pursuant to 34 CFR § 685.206(e) at any time; and

If you go to arbitration with IBT per the requirements of the arbitration agreement provision in your enrollment agreement this will pause the limitations period for filing a borrower defense to repayment application pursuant to 34 CFR § 685.206(e)(6)(ii).

D. How to Commence Arbitration

Binding arbitration is conducted according to the American Arbitration Association (the "AAA"), under its Supplementary Rules for Consumer Related Disputes ("Consumer Rules"). You can access a copy of the AAA Consumer Rules by visiting the AAA's website at: https://www.adr.org/sites/default/files/Consumer-Related%20Disputes%20Supplementary%20Procedures%20Sep%2015%2C%202005.pdf

You may start an arbitration proceeding as set forth in the AAA Consumer Rules by filing a "Demand for Arbitration" with AAA along with the filing fee and a copy of your enrollment agreement that contains the agreement to arbitrate.

The AAA's Demand for Arbitration in a Consumer Dispute form is available at: https://www.adr.org/sites/default/files/Consumer_Demand_for_Arbitration_Form_3.pdf

IBT will reimburse you for the filing fee. The Demand for Arbitration must contains the following: 1) a brief explanation of the dispute; 2) your name and current address and the name and address of the School, and, if known, the names of any person who is representing you in the arbitration; 3) the amount of money in dispute, if applicable; 4) the requested location for the hearing if an in-person hearing is requested; 5) a statement explaining what you want to resolve the dispute.

As of the date of this catalog, you may file your Demand for Arbitration with the AAA in the following way:

- Online: https://apps.adr.org/SimpleFile/faces/SimpleFile.jsf

When you have filed a Demand for Arbitration with the AAA you must also deliver a copy to IBT at: Institute for Business & Technology, 91 East Tasman Drive, San Jose, California 95134, ATTN: Campus Director

If you have any questions regarding how to start the arbitration process, you may contact the Campus Director for an additional information at Institute for Business & Technology, 91 East Tasman Drive, San Jose, California 95134, ATTN: Campus Director, campusdirector@ibt.edu, 408-727-1060.

Additional Important Policies and Disclosures

Voter Registration Disclosure

In order to ensure that all students are made aware of their opportunity to participate in local, state and national elections, voter registration forms are available online at the following websites. Please visit this website to print the correct forms:

California: http://www.sos.ca.gov/elections/elections_vr.htm

Constitution Day Policy

The U.S. Assistant Deputy Secretary for Innovation and Improvement announced that, pursuant to legislation passed by Congress, educational institutions, such as the School, are mandated to hold an educational program pertaining to the United States Constitution on September 17th. of each year.

This commemorates the formation and signing of the Constitution on September 17, 1787 recognizing all who are born in the U.S. or by naturalization, have become citizens. On September 17, 1787 the delegates to the Constitutional Convention met for the last time to sign the document they had created. Students and instructors will honor the constitution through discussion, learning activities, a video/ CD and handouts with information on the history of the constitution. Verification of this day is maintained in the campus location for review as required by the Department of Education.

Notification of Rights Under the Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access.

   A student should submit to the Registrar's Office a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and will notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the institution to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the institution decides not to amend the record as requested, the institution will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the institution discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   The institution discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the institution has contracted as its agent to provide a service instead of using institution employees or officials (such as an attorney, auditor, collection agent, campus security personnel and a health provider); a person serving the institution in an advisory capacity; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks, or an accreditor or an official of the state's department of education. Please note that in certain circumstances, such as with an infectious disease, health threat or security threat, the school may disclose individually identifiable information without notice.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution. On request, the institution intends to disclose education records without consent to officials of another school in which a student seeks or intends to enroll and will also do so if the disclosure is initiated by the student.

   The school is committed to the protection of student education information. The school does not publish a student directory, however the school may disclose appropriately designated "directory information" without a student's written consent, unless the student has advised the school to the contrary. The school expressly limits its designated directory information to students' names, addresses, phone numbers, graduation dates, programs of study, degrees, diplomas, certificates, dates of attendance and

   honors/awards received. A student who wishes to opt-out of the disclosure of this information must inform the Registrar's Office in writing. However, the school 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 any disciplinary action taken against the alleged perpetrator of the crime.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202

The following are exemptions to FERPA:

- Financial records submitted by a student's parent(s);
- Grades and access to student education records to parents who certify that the student is financially dependent;
- A school official who has a legitimate educational interest and needs to review an educational record in order to fulfill his or her professional responsibility. A school official is a person employed by the school in an administrative, supervisory, academic, research, or support staff position, or a person or company with whom the school has contracted, such as an attorney, auditor, collection agent, employment agency, or loan management agency, or a person serving on the Board of Governors, or a student serving on an official committee or assisting another school official in performing his/her tasks;
- Confidential letters of recommendation received by the school prior to January 1, 1975. For such letters received after December 31,1974, the Act permits students to waive their right to access if the letters are related to admissions, employment, or honors;
- School security records;
- Employment records for school employees who are not current students;
- Records compiled or maintained by physicians, psychiatrists, psychologists, or other recognized professionals or paraprofessionals acting or assisting in such capacities for treatment purposes, and which are available only to persons providing the treatment;
- Authorized representatives of the U.S. Government, state and local authorities where required, and accrediting agencies;
- Appropriate persons or agencies in the event of a health or safety emergency, when are lease without consent is necessary under the circumstances; and
- Records requested through court order or subpoena.

Copyright Policy

IBT students must follow the Federal Copyright Act which prohibits the unauthorized distribution of copyrighted materials. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the owner of the copyright under the Federal Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Acknowledging the source of the copyrighted material is not a substitute for obtaining permission from the copyright owner. Therefore use of the copyrighted materials of others should only be done by following the outlined procedures below:

1. Students should refer any questions about the Federal Copyright Act to their Instructors and/or Campus Director.
2. While IBT expects students to strictly abide by all clauses of the Federal Copyright Act in their interactions with and on behalf of the Institution, the following list covers those aspects of the Federal Copyright Act which students are most likely to encounter in their tenure with the School:

   A. **Photocopying, Electronic and/or Other Copying of Copyrighted Materials**: Students may make and share copies of copyrighted materials on a limited basis for research or academic purposes strictly in accordance with the Federal Copyright Act.
   B. **Use of Images from Online or other Sources**: Students may use images from copyrighted sources for their individual classroom projects and assignments, but must limit their use of such images to individual educational purposes. For non-classroom projects, however, if you did not create the image yourself, did not obtain the image from your computer's clipart or from a website that creates images specifically for free public usage (such as Microsoft images), you or IBT do not own the image and have not paid for use of the image, consequently you should not use the image in your work.
   C. **Peer to peer file sharing**. Peer to peer sharing of electronic files is not an illegal act. However, peer to peer sharing of copyrighted electronic files, including but not limited to movies, music, computer software and video games can be a violation of the Federal Copyright Act. Students must avoid peer to peer

sharing of copyrighted material and should be aware that educational institutions, such as IBT, are under no obligation to accept responsibility for or to help defend students caught illegally sharing files.

D. **Software**. All software used by IBT has been appropriately licensed in order to comply with the Federal Copyright Act and all requirements of the software's owner. IBT students are not allowed to use any personal software with IBT technology.

3. Students should be aware that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject them to civil and criminal liabilities including the possibility of fines, financial liability for damages and court fees, and confiscation of the copyrighted materials and any devices used to copy and/or distribute them. 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. Such illegal sharing may also subject students to disciplinary action including termination of their student enrollment at IBT.

Drug-Free Schools/Drug-Free Workplace Annual Disclosure to Students and Employees

It is the policy of the School to comply with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989 as amended for all students and employees. As noted in the Annual Security Report, the School supports a drug-free environment and does not allow the unlawful possession, use or distribution of illicit drugs or alcohol on or off campus. As **AN EXPRESS CONDITION OF A STUDENT'S ACCEPTANCE TO THE SCHOOL AND OF THEIR CONTINUING ENROLLMENT,** students agree to random and for-cause drug testing throughout their attendance at the School in accordance with the School's Substance Abuse Policy set forth below. **TESTING OF EMPLOYEES FOR ILLICIT DRUGS OR ALCOHOL ON CAMPUS WILL BE IN ACCORDANCE WITH APPLICABLE LAW**. A violation will result in the School taking appropriate action up to and including termination from School or termination of employment. Accordingly, the following information regarding the use of illegal drugs and alcohol is provided annually to each student and employee of the School.

Objectives of the School's Substance Abuse Prevention Policy

The unlawful possession and use of illicit drugs and abuse of alcohol is harmful and dangerous to the individual and society. Alcohol and drug abuse not only have an adverse effect on safety, but also have cascading ill effects on the health and welfare of the entire student body. The School's objectives with its Substance Abuse Policy include the following:

- To establish and maintain a safe, healthy educational environment for all students;
- To encourage counseling and rehabilitation assistance for those who seek help both students and employees;
- To reduce the number of accidental injuries to persons or property;
- To preserve the reputation of the School within the community and industry at large;
- To enhance the student's and the School's ability to achieve a high employment placement rate; and
- To reduce absenteeism and tardiness of its students.

Standards of Conduct for Students and Employees

The unlawful use, manufacture, distribution, dispensation, or possession of alcohol, illegal drugs, or any controlled substance on School premises, while involved in a School-related activity off campus, or in an employee workplace is strictly prohibited and subject to the disciplinary sanctions noted below.

1. THE SCHOOL CANNOT AND DOES NOT CONDONE DRUG OR ALCOHOL ABUSE BY ITS STUDENTS AND EMPLOYEES.

The School will not allow the possession, use or distribution of illicit drugs or alcohol by students or staff on its property or as part of any of its officially sponsored off-campus activities. Individuals are also prohibited from being under the influence of alcohol, illegal drugs or any other substance that could adversely affect the health, safety or welfare of students, faculty or staff on School property or at any of its officially sponsored activities. This includes all forms of marijuana and synthetic marijuana, regardless of the legality of either substance. A state's legalization of marijuana and/or the possession of a legitimate medical marijuana card are not accepted as exceptions to this policy. Under federal law marijuana remains classified as a Schedule I drug and its possession

and use by any individual, regardless of age, are prohibited. As a Title IV institution, the School will follow all applicable federal laws and regulations. Note: Officially sponsored off-campus activities include field trips and student-sponsored social activities if they are considered sponsored by the School.

2. REPORTING OF VIOLATIONS TO LOCAL AND/OR STATE LAW ENFORCEMENT

The School will report to local and/or state law enforcement, as applicable by federal and state drug laws, any student or employee who is found in possession of, using or selling illegal drugs on campus as well as anyone who is found to have broken the state laws regarding underage drinking.

3. DISCIPLINARY SANCTIONS

Illegal possession or use of drugs or alcohol can have penalties, including loss of Title IV eligibility, community service, suspension or loss of driver's license, jail time and fines. Students who violate the School's prohibitions against drugs and alcohol are subject to disciplinary action up to and including termination of their enrollment at the School. For state-specific statutes and penalties on drug and alcohol offenses, please reference the state of the applicable campus location. Additionally, employees who violate the prohibitions against drugs and alcohol are subject to disciplinary action up to and including immediate termination of their employment and referral of their violation for prosecution. For more information, employees should contact the Human Resources Department.

4. STUDENT LOSS OF TITLE IV ELIGIBILITY

A student is ineligible to receive Title IV financial aid if the student has been convicted of an offense involving the possession or sale of illegal drugs for the period described below:

	Possession of Illegal Drugs	Sale of Illegal Drugs
1st Offense:	1 year from the date of conviction	2 years from the date of conviction
2nd Offense:	2 years from the date of conviction	Indefinite Period
3rd Offense	Indefinite Period	

5. LEGAL SANCTIONS

State Drug Laws: State law considers the illegal use of drugs and alcohol serious crimes. The sanctions for first time violations of these laws range from fines to lengthy terms of incarceration, or both. Additionally, local ordinances and municipal codes impose a variety of penalties for the illegal use of drugs and alcohol. There may also be civil consequences which result from the violation of state drug and alcohol statutes. Property associated with the criminal acts, including homes and vehicles, can be confiscated by the government. Persons convicted of felonies may be barred from government employment and lose their right to vote.

Federal Drug Laws: Federal law considers the manufacture, distribution, dispensation, possession, or use of illegal drugs, or any controlled substance a serious crime.

Per 21 U.S.C. § 844(a), the penalties for simple possession are as follows:

- First offense: prison sentences up to one year and a minimum fine of $1,000.
- Second offense: prison sentences up to two years and a minimum fine of $2,500.
- Third offense: prison sentences up to three years and a minimum fine of $5,000.

Special sentencing provisions apply for possession of flunitrazepam, including imprisonment of three years as well as the fine schedule referenced above.

Appendix A provides a summary of the criminal sanctions for violations of federal drug trafficking statutes. For the most up to date Federal Trafficking Penalties information, visit the web site of the U.S. Drug Enforcement Administration at: https://www.dea.gov/.

6. HEALTH RISKS

Drug use causes physical and emotional dependence, interferes with memory, sensation, and perception, and in some cases may cause permanent brain damage or sudden death. The following is a summary of the various health risks associated with alcohol abuse and use of specific types of drugs, and is not intended to be an exhaustive or final statement of all possible health consequences of substance abuse.

Alcohol: Alcohol consumption has acute effects on the body and causes a number of marked changes in behavior. Even low doses may significantly impair judgment and coordination. Alcohol is an especially dangerous drug for pregnant women.

Marijuana: Marijuana contains THC, a chemical which alters the sensory activities of the brain, including long-term memory capabilities, comprehension, altered sense of time, decreased motivation, and reduced ability to perform tasks requiring concentration and coordination. Marijuana smoke contains more cancer-causing agents than tobacco.

Cocaine/Crack: Cocaine and crack are highly addictive and may lead to heart attacks, strokes, and long-term brain damage. Other physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures. Continued use can produce violent behavior and psychosis.

Methamphetamine/Amphetamines: Methamphetamine is a central nervous system stimulant of the amphetamine family. Like cocaine and crack, methamphetamines are highly addictive "uppers" that produce extreme alertness and elation, along with a variety of severe adverse reactions. The body metabolizes methamphetamine more slowly; the effects may last as much as ten times longer. Methamphetamine users can experience sustained, severe mood and thought disturbances, and serious physical effects, including sudden death.

Narcotics: Narcotics such as heroin, methadone, oxycodone, codeine, morphine, and opium initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. An overdose may produce shallow breathing, clammy skin, convulsions, coma, and death. Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis.

Ecstasy: "Designer drugs" such as Ecstasy are related to amphetamines in that they have mild stimulant properties but are mostly euphoriants. They can cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause severe neurochemical brain damage. Narcotic designer drugs can cause symptoms such as uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage.

GHB/Rohypnol: Often known as "date rape" drugs, GHB and Rohypnol initially produce a feeling of intoxication similar to alcohol (the user feels relaxed, sociable, affectionate and playful, and disinhibited) followed by a feeling of drowsiness. Higher doses can lead to a sleep from which the user cannot be woken. The effects can last from 4-24 hours. Both GHB and Rohypnol present a serious overdose threat. Since they are depressants, both drugs can be fatal when mixed with alcohol. Symptoms of overdose can include intense drowsiness, unconsciousness or coma, muscle spasms, disorientation, vomiting, and slowed or stopped breathing (fatalities usually occur from respiratory failure).

Inhalants: Inhalants are readily available and inexpensive. More than 1,000 common household products can be used to get high. Examples of organic solvents (carbon compounds) include gasoline, lighter fluid and butane lighter fuel, spray paint, paint thinner, rubber-cement, hair spray, nail polish, and many cleaning fluids. Nitrite compounds (amyl nitrite, butyl nitrite) act mainly as vasodilators. Nitrous oxide (laughing gas) is packaged in small metal cartridges (called whippets) which are often used to make whipped cream. Inhalants irritate breathing passages, provoking severe coughing, painful inflammation, and nosebleeds. Inhalants may not produce a pleasant high and result in mental confusion, hallucinations, and paranoia. They may also result in respiratory depression leading to unconsciousness, coma, permanent brain damage, or death. The danger is extremely great if inhalants are used in conjunction with other nervous system depressants, such as alcohol or barbiturates. Even first-time users run the risk of sudden sniffing death (SSD). The risk of SSD is higher if the abuser engages in strenuous physical activity or is suddenly startled.

Steroids: Steroids are manufactured testosterone-like drugs used to increase muscle mass, strength, and endurance. The liver and the cardiovascular and reproductive systems are most seriously affected by steroid use. Psychological effects include very aggressive behavior ("roid rage"), severe mood swings, manic episodes, and depression.

7. DRUG AND ALCOHOL PROGRAMS

Students requiring or requesting information about drug abuse treatment should contact the Campus Director or the Career Services Department for the contact information of local agencies and programs. Employees requiring information about drug abuse treatment should contact the Human Resources Department at (702) 658-7900.

Additional helpful information and resources may be found by contacting the following organizations:

U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA) – 1-800-662-HELP (1-800-662-4357) or https://www.samhsa.gov/find-help/national-helpline

American Addiction Centers (AAC) – visit https://drugabuse.com/

Alcoholics Anonymous – visit https://alcoholicsanonymous.com/ for information on local meetings and resources

National Substance Abuse Hotline – Call 1-866-210-1303 for free and confidential assistance 24/7

California – http://leginfo.legislature.ca.gov/faces/codes.xhtml

Texas – www.statutes.legis.state.tx.us/

Nevada – https://www.leg.state.nv.us/law1.html

8. APPENDIX A

DRUG/SCHEDULE	QUANTITY	PENALTIES	QUANTITY	PENALTIES
Cocaine (Schedule II)	500 - 4999 grams mixture	First Offense: Not less than 5 yrs, and not more than 40 yrs. If death or serious injury, not less than 20 or more than life. Fine of not more than $5 million if an individual, $25 million if not an individual. Second Offense: Not less than 10 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than $8 million if an individual, $50 million if not an individual.	5 kgs or more mixture	First Offense: Not less than 10 yrs, and not more than life. If death or serious injury, not less than 20 or more than life. Fine of not more than $10 million if an individual, $50 million if not an individual. Second Offense: Not less than 15 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than $20 million if an individual, $75 million if not an individual. 2 or More Prior Offenses: Not less than 25 years. Fine of not more than $20 million if an individual, $75 million if not an individual.
Cocaine Base (Schedule	28-279 grams mixture		280 grams or more mixture	
Fentanyl (Schedule II)	40 - 399 grams mixture		400 grams or more mixture	
Fentanyl Analogue (Schedule I)	10 - 99 grams mixture		100 grams or more mixture	
Heroin (Schedule I)	100 - 999 grams mixture		1 kg or more mixture	
LSD (Schedule I)	1 - 9 grams mixture		10 grams or more mixture	
Methamphetamine (Schedule II)	5 - 49 grams pure or 50 - 499 grams mixture		50 grams or more pure or 500 grams or more mixture	
PCP (Schedule II)	10 - 99 grams pure or 100 -999 grams mixture		100 gm or more pure or 1 kg or more mixture	

Substance Abuse Policy and Procedures

The School will take appropriate disciplinary action whenever a student or employee violates or is suspected of violating this Substance Abuse Policy. Reporting to campus under the influence of alcohol, drugs or any substance that impairs an individual's mental or physical capacity **WILL NOT BE TOLERATED**. This includes all forms of marijuana and synthetic marijuana. Any student or employee using physician-prescribed medication or other medication that may impair performance in the classroom, lab, or other school and/or work environment shall immediately inform his or her instructor/supervisor of such medication. Additionally, any physician-prescribed drug that might result in a positive drug test must be reported to his or her instructor/supervisor or the Director of Education or Campus Director as soon as the individual begins using the medication. Failure to provide such notification in a timely manner may subject the individual to all the actions, requirements and conditions described in the Drug Testing Procedures of this policy.

When the School becomes aware of reasonable grounds (as listed below) to believe a student or employee has violated the Substance Abuse Policy, the School will immediately investigate. Such investigation may include appropriate drug and/or alcohol testing. As a result of such investigation and at the School's sole discretion, one or more of the following actions may occur, depending upon factors that include the nature and severity of the offense:

- verbal warning/advisement
- written warning/advisement
- immediate screening test
- referral to an approved rehabilitation/counseling agency
- suspension from school or employment

- termination from enrollment or employment
- referral for prosecution

Students should be aware that the School may bring matters of illegal drug use to the attention of local law enforcement. Students should fully understand that the School supports the criminal prosecution of policy violators, when appropriate.

Reasonable grounds for suspecting substance abuse include, but are not limited to, any one or more of the following:

- slurred speech
- red eyes
- erratic behavior
- inability to perform job/task
- inability to carry on a rational conversation
- smell of alcohol or marijuana emanating from an individual's body
- other unexplained behavioral changes
- dilated pupils
- incoherence
- unsteadiness on feet
- increased carelessness
- receipt of information by the School indicating a violation of this policy has occurred

To assure clear communication of the required standards of conduct and the sanctions imposed for violation of those standards, the School will provide students and employees with a copy of this Substance Abuse Policy. Students and employees are hereby notified that **COMPLIANCE WITH THE STANDARDS OF CONDUCT REQUIRED BY THE SUBSTANCE ABUSE POLICY IS MANDATORY. IN ORDER TO ENSURE COMPLIANCE, THE SCHOOL MAY ENGAGE IN DRUG AND/OR ALCOHOL SCREENING TESTS UNDER THE FOLLOWING CIRCUMSTANCES:**

- After an accident occurring at the School.
- If the School believes an individual has been observed possessing or using a prohibited substance on campus.
- When the School believes an individual may be affected by the use of drugs or alcohol, and the use may adversely affect the individual's effectiveness in the classroom and/or work environment or his or her safety as well as the safety of others.
- When the School believes an individual is impaired during school/business hours or while engaged in School experiential learning (e.g., externship, clinical, internship, preceptorship) or School sponsored activities.
- When the School receives a written report from another party with a relationship to the individual (e.g., roommate, parent, landlord) alleging, with documented reasonable grounds, the individual has abused drugs or alcohol.
- Upon notification by proper authorities of alleged violations of the Substance Abuse Policy.
- In addition, periodic random drug screening tests will be administered and any individual who has had a positive drug or alcohol impairment test may be subjected to further testing for the duration of his or her program of instruction.

Drug Testing Procedures (Random and For Cause)

As part of the School's efforts to ensure a drug- and alcohol-free environment, random drug tests may be conducted on a regular and/or non-regular basis as reasonably determined by the School. The School reserves the right every three to six weeks to have a reasonable number of students and/or employees from the school be randomly tested for illegal substances. The School also conducts "for cause" drug tests on identified individuals based upon the finding of reasonable grounds as listed earlier.

In the absence of extraordinary circumstances, any individual who tests positive or admits to illegal drug or alcohol use as a result of either random selection or selection for cause, will be subject to at least the following school actions, requirements and conditions, at the School's discretion:

- Immediate dismissal from School for the remainder of the current module/term or for the student's remaining program of study or suspension of employment. In such a situation a student will also be subject to any additional actions that may occur as a result of the course dismissal, including, but not limited to, repeat fees or being placed on probationary status.
- The individual must be assessed by a certified evaluator from one of the drug treatment programs approved by the School and enrolled in a program prior to resuming School enrollment.
- The individual must follow the assignments of the evaluator and provide evidence of completion of those assignments, if applicable.

- The individual must sign a release form at the treatment center giving the School access to information regarding his or her progress in the treatment program.
- The individual must earn and submit a certificate of completion, if applicable, or submit similar documentation to the School prior to receiving any official graduation documents.

Failure to complete a recommended drug treatment program in a timely manner, as determined by the School, may be cause for withdrawal from the School or from employment until proof of completion of the program.

Refusal to test or, in the case of urine testing, failure to produce a sample within the allotted time frame after being selected is considered the same as a “positive” test and may result in the same actions and requirements identified above.

For students or employees who have entered an approved program and returned to the School, the following stipulations apply:

- The individual must agree to cease drug use and destroy all drug-related paraphernalia.
- The individual is required to meet with the Director of Education, Campus Director, and/or their designee on a regular basis (frequency determined by the Director of Education or Campus Director) and show proof of continued attendance or completion of the drug education program at each meeting, if applicable.
- The individual is subject to on-demand drug testing as determined by the School.
- The individual must pay all expenses involved in assessment and drug education.
- The student must pay all costs associated with any suspension, including but not limited to tuition cost resulting from module/term retakes.

Failure to abide by the established guidelines will result in termination of training or employment at the School. Any student or employee who tests positive for or admits to drug or alcohol use a second time will be immediately terminated from the School. A student who has been terminated from training must utilize the Student Grievance Policy and Procedures as an appeals process to determine the possibility of returning to the School.

Except in certain situations, individuals will not be terminated for voluntarily seeking assistance for a substance abuse problem. However, repeated incidents or continued performance, attendance or behavior problems may result in termination.

TUITION AND FEE SCHEDULE

Current Tuition and Fee Schedule

Effective for all program start dates on or after 2/1/2026

Modular/Clock Hour Programs	Tuition	Reg. Fee	Books	Uniforms	STRF (1)	Total
Lab Assistant, EKG Technician/ Phlebotomist	$16,482.00	$65	$575.00	$50.00	$0.00	$17,172.00
Medical Assistant	$15,348.00	$65	$477.00	$50.00	$0.00	$15,940.00
Automotive Technology	$27,600.00	$65	$236.00	$225.00	$0.00	$28,126.00
Commercial Refrigeration, Heating and Air Conditioning	$19,405.00	$65	$60.00	$200.00	$0.00	$19,730.00
Electrician	$19,441.00	$65	$446.00	$200.00	$0.00	$20,152.00

(1) Student Tuition Recovery Fund (STRF): Please refer to the Student Tuition Recovery Fund (STRF) of the Student Catalog for important disclosure information.

Term-Based Programs	Credit Units	Tuition (1)	Cost Per Credit Unit (1)	Reg. Fee	Books	Uniforms	STRF (2)	Total
Cardiovascular Sonography	129 Quarter credits	$59,340.00	$460.00	$100	$2,869.00	$75.00	$0.00	$62,384.00

(1) Total tuition for a given period of attendance is determined by multiplying the number of credit hours by the cost per credit unit. Total Program Cost does not reflect any subsequent tuition reductions for any transfer credit approved by IBT.

(2) Student Tuition Recovery Fund (STRF): Please refer to the Student Tuition Recovery Fund (STRF) of the Student Catalog for important disclosure information.

Estimate of Annual Indirect Costs While Attending IBT

The Institute for Business & Technology does not offer housing, meal plans or transportation for students. In order to help you better plan your budget, the following is an estimate of the annual expenses students may expect for these indirect costs while attending IBT.

	Room & Board	Personal Expenses	Transportation	Total
Living Off Campus	$11,172.00	$2,868	$8,460.00	$22,500.00
Living with Parents	$7,488.00	$2,868	$5,580.00	$15,936.00

IBT Total Charges for Current Period of Attendance

MODULAR CLOCK/HOUR PROGRAM	TUITION	TOTAL PROGRAM LENGTH IN CLOCK HOURS	NUMBER OF CLOCK HRS IN FIRST MODULE OF PROGRAM	TUITION FOR FIRST MODULE (1)	BOOKS & UNIFORM	STUDENT TUITION RECOVERY FUND	TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE (2)
Automotive Technology	$27,600.00	1200	120	$2,760.00	$461.00	$0.00	$3,221.00
Commercial Refrigeration, Heating & Air Conditioning	$19,405.00	840	120	$2,772.14	$260.00	$0.00	$3,032.14
Electrician	$19,441.00	720	120	$3,240.17	$677.00	$0.00	$3,917.17
Lab Assistant, EKG Technician/Phlebotomist	$16,482.00	720	80	$1,831.33	$625.00	$0.00	$2,456.33
Medical Assistant	$15,348.00	720	80	$1,705.33	$527.00	$0.00	$2,232.33

(1) Tuition for first module is calculated by a program's Total Tuition ÷ program's length in total clock hours × number of clock hours in that program's first module. For example for Commercial Refrigeration, Heating and Air Conditioning the calculation is as follows: Total Tuition of $19,405.00 ÷ Total program's length of 840 clock hours × 120 clock hours in the program's first module = Tuition for First Module.

(2) Total Charges for Current Period of Attendance is calculated by adding Tuition for First Module + Books & Uniform + STRF. For example, for Commercial Refrigeration, Heating and Air Conditioning the calculation is as follows: Tuition for First Module of $2,772.14 + Books & Uniform of $260.00 + STRF of $0.00 = Total Charges for Current Period of Attendance of $3,032.14.

TERM-BASED PROGRAM	TUITION	TOTAL PROGRAM LENGTH IN CREDITS	NUMBER OF CREDITS IN FIRST PERIOD OF ATTENDANCE (1)	TUITION FOR FIRST PERIOD OF ATTENDANCE (2)	BOOKS, SUPPLIES, & UNIFORM	STUDENT TUITION RECOVERY FUND	TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE (3)
Cardiovascular Sonography*	$59,340.00	129 quarter credits	20 credits in first quarter	$9,200.00	$2,944.00	$0.00	$12,144.00

(1) The column defines the first period of attendance for each program. For example, for Cardiovascular Sonography, the first period of attendance is the first quarter.

(2) Tuition for first the first period off attendance is calculated by a program's Total Tuition ÷ program's length in total credits × number of credits hours in that program's first period of attendance. For example for Cardiovascular Sonography the calculation is as follows: Total Tuition of $59,340.00 ÷ Total program's length of 129 quarter credits × 20 credits in the program's first quarter = Tuition for First Period of Attendance.

(3) Total Charges for Current Period of Attendance is calculated by adding Tuition for First Period of Attendance + Books & Supplies + STRF. For example, for Cardiovascular Sonography the calculation is as follows: Tuition for First Period of Attendance of $9,200.00 + Books, Supplies and Uniform of $2,944.00 + STRF of $0.00 = Total Charges for Current Period of Attendance of $12,144.00.

Academic Calendar – Clock Hour/Modular Programs

2026 Holiday & Break Schedule School is closed on the following days:	
May 25, 2026	Memorial Day
July 3, 2026	Independence Day
September 7, 2026	Labor Day
November 11, 2026	Veterans Day
November 26, 2026 and November 27, 2026	Thanksgiving Weekend
December 21, 2026 – January 1, 2027; First Day Back in Class is Monday, January 4, 2027	Winter Break (Students Only)

Automotive Technology 2026 Start Dates

Start Date	Graduation Date
1/26/2026	4/1/2027
3/9/2026	5/13/2027
4/20/2026	6/24/2027
6/1/2026	8/5/2027
7/13/2026	9/16/2027
8/24/2026	10/28/2027
10/5/2026	12/9/2027
11/16/2026	2/3/2028

Electrician 2026 Start Dates

Start Date	Graduation Date
1/19/2026	9/24/2026
3/2/2026	11/5/2026
4/13/2026	12/17/2026
5/25/2026	2/11/2027
7/6/2026	3/25/2027
8/17/2026	5/6/2027
9/28/2026	6/17/2027
11/9/2026	7/29/2027

HVAC 2026 Start Dates

Start Date	Graduation Date
1/26/2026	11/12/2026
3/9/2026	1/7/2027
4/20/2026	2/18/2027
6/1/2026	4/1/2027
7/13/2026	5/13/2027
8/24/2026	6/24/2027
10/5/2026	8/5/2027
11/16/2026	9/16/2027

Lab Assistant, EKG Technician/Phlebotomist and Medical Assistant 2026 Start Dates

Start Date	Graduation Date
1/5/2026	9/11/2026
2/2/2026	10/9/2026
3/2/2026	11/6/2026
3/30/2026	12/4/2026
4/27/2026	1/15/2027
5/25/2026	2/12/2027
6/22/2026	3/12/2027
7/20/2026	4/9/2027
8/17/2026	5/7/2027
9/14/2026	6/4/2027
10/12/2026	7/2/2027
11/9/2026	7/30/2027
12/7/2026	8/27/2027

Academic Calendar – Term-Based Programs

Academic Year 2026		
Winter Term Starts		January 19, 2026
Winter Term Add/Drop Deadline 6 week1 courses		January 25, 2026
Winter Term Add/Drop Deadline 12 week courses		January 25, 2026
Mini-Term Starts		March 2, 2026
Mini-Term Add/Drop Deadline		March 8, 2026
Winter Term Ends		April 12, 2026
Spring Term Starts		April 13, 2026
Spring Term Add/Drop Deadline 6 week1 courses		April 19, 2026
Spring Term Add/Drop Deadline 12 week courses		April 19, 2026
Memorial Day Holiday		May 25, 2026
Mini-Term Starts		May 25, 2026
Mini-Term Add/Drop Deadline		May 31, 2026
Independence Day		July 3, 2026
Spring Term Ends		July 5, 2026
Summer Vacation	From:	July 6, 2026
	To:	July 12, 2026
Summer Term Starts		July 13, 2026
Summer Term Add/Drop Deadline 6 week1 courses		July 19, 2026
Summer Term Add/Drop Deadline 12 week courses		July 19, 2026
Mini-Term Starts		August 24, 2026
Mini-Term Add/Drop Deadline		August 30, 2026
Labor Day Holiday		September 7, 2026
Summer Term Ends		October 4, 2026
Fall Break	From:	October 5, 2026
	To:	October 11, 2026
Fall Term Starts		October 12, 2026
Fall Term Add/Drop Deadline 6 week1 courses		October 18, 2026
Fall Term Add/Drop Deadline 12 week courses		October 18, 2026
Veteran's Day Holiday		November 11, 2026
Mini-Term Starts		November 23, 2026
Thanksgiving Day Holiday	From:	November 26, 2026
	To:	November 27, 2026
Mini-Term Add/Drop Deadline		November 29, 2026
Winter Holiday	From:	December 21, 2026
	To:	January 1, 2027
Fall Term ends		January 17, 2027

Academic Year 2027		
Winter Term Starts		January 18, 2027
Winter Term Add/Drop Deadline 6 week1 courses		January 24, 2027
Winter Term Add/Drop Deadline 12 week courses		January 24, 2027
Mini-Term Starts		March 1, 2027
Mini-Term Add/Drop Deadline		March 7, 2027
Winter Term Ends		April 11, 2027
Spring Term Starts		April 12, 2027
Spring Term Add/Drop Deadline 6 week1 courses		April 18, 2027
Spring Term Add/Drop Deadline 12 week courses		April 18, 2027
Mini-Term Starts		May 24, 2027
Mini-Term Add/Drop Deadline		May 30, 2027
Memorial Day Holiday		May 31, 2027
Spring Term Ends		July 4, 2027
Independence Day Holiday		July 5, 2027
Summer Vacation	From:	July 5, 2027
	To:	July 11, 2027
Summer Term Starts		July 12, 2027
Summer Term Add/Drop Deadline 6 week1 courses		July 18, 2027
Summer Term Add/Drop Deadline 12 week courses		July 18, 2027
Mini-Term Starts		August 23, 2027
Mini-Term Add/Drop Deadline		August 29, 2027
Labor Day Holiday		September 6, 2027
Summer Term Ends		October 3, 2027
Fall Break	From:	October 4, 2027
	To:	October 10, 2027
Fall Term Starts		October 11, 2027
Fall Term Add/Drop Deadline 6 week1 courses		October 17, 2027
Fall Term Add/Drop Deadline 12 week courses		October 17, 2027
Veteran's Day Holiday		November 11, 2027
Mini-Term Starts		November 22, 2027
Thanksgiving Day Holiday	From:	November 25, 2027
	To:	November 26, 2027
Mini-Term Add/Drop Deadline		November 28, 2027
Winter Holiday	From:	December 18, 2027
	To:	January 2, 2028
Fall Term ends		January 16, 2028

Academic Year 2028		
Winter Term Starts		January 17, 2028
Winter Term Add/Drop Deadline 6 week1 courses		January 23, 2028
Winter Term Add/Drop Deadline 12 week courses		January 23, 2028
Mini-Term Starts		February 28, 2028
Mini-Term Add/Drop Deadline		March 5, 2028
Winter Term Ends		April 9, 2028
Spring Term Starts		April 10, 2028
Spring Term Add/Drop Deadline 6 week1 courses		April 16, 2028
Spring Term Add/Drop Deadline 12 week courses		April 16, 2028
Mini-Term Starts		May 22, 2028
Mini-Term Add/Drop Deadline		May 28, 2028
Memorial Day Holiday		May 29, 2028
Spring Term Ends		July 2, 2028
Independence Day Holiday		July 4, 2028
Summer Vacation	From:	July 3, 2028
	To:	July 9, 2028
Summer Term Starts		July 10, 2028
Summer Term Add/Drop Deadline 6 week1 courses		July 16, 2028
Summer Term Add/Drop Deadline 12 week courses		July 16, 2028
Mini-Term Starts		August 21, 2028
Mini-Term Add/Drop Deadline		August 28, 2028
Labor Day Holiday		September 4, 2028
Summer Term Ends		October 1, 2028
Fall Break	From:	October 2, 2028
	To:	October 8, 2028
Fall Term Starts		October 9, 2028
Fall Term Add/Drop Deadline 6 week1 courses		October 15, 2028
Fall Term Add/Drop Deadline 12 week courses		October 15, 2028
Veteran's Day Holiday		November 10, 2028
Mini-Term Starts		November 20, 2028
Thanksgiving Day Holiday	From:	November 23, 2028
	To:	November 24, 2028
Mini-Term Add/Drop Deadline		November 26, 2028
Winter Holiday	From:	December 16, 2028
	To:	January 1, 2029
Fall Term ends		January 14, 2029

ADDENDUM A: 2026 INSTITUTE FOR BUSINESS & TECHNOLOGY ANNUAL SAFETY AND SECURITY REPORT

Including Clery Act Disclosures of Campus Security Policy and Crime Statistics
(San Jose, California)

Including Calendar Year 2023, 2024 and 2025 Crime Statistics

To maintain compliance with Jeanne Clery Campus Safety Act ("Clery Act") and related Higher Education Act ("HEA") requirements, and in an effort to continuously promote and improve safety and security measures on campus, Institute for Business & Technology ("IBT") collects and publishes information regarding its current safety and security policies, victim services and crime statistics. Once collected, the information is presented annually in this Annual Safety and Security Report ("Report") to prospective and current students, faculty, staff and the public. **Any questions about this Report should be directed to the IBT Campus Director, Eric Espejo, at (408) 727-1060, eric.espejo@ibt.edu, 91 East Tasman Drive, San Jose, California 95134.**

I. COMPLETION AND DISSEMINATION OF THE REPORT

Prior to October 1 of each year, IBT compiles this Report based on crime, arrest and referral information obtained from local law enforcement agencies and as reported to Campus Director Eric Espejo, who also serves as the Title IX Coordinator and Campus Security Authority. Eric Espejo can be reached at **(408) 727-1060, eric.espejo@ibt.edu, 91 East Tasman Drive, San Jose, California 95134**. All crime statistics contained in this Report are for Clery Act reportable crimes occurring on IBT's campus, as defined by 34 C.F.R. § 668.46(a), and on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus. For all reporting periods included in this Report prior to July 1, 2024, IBT's physical campus includes a former building with approximately 59,000 square feet, and the surrounding parking lot designated for campus use, located at **2400 Walsh Ave., Santa Clara, CA 95051.** On July 1, 2024, IBT moved to a new physical campus location that includes a building with approximately 84,049 square feet, and the surrounding parking lot designated for campus use, at **91 East Tasman Drive, San Jose, California 95134.** The Report also includes IBT's current policies required pursuant to the current version of 34 C.F.R. § 668.46 and the Jeanne Clery Campus Safety Act (Clery Act), as amended by the Violence Against Women Reauthorization Act of 2013 (VAWA), Pub. Law 113-4.

IBT annually (prior to October 1 of each year) distributes this Report, inclusive of crime statistics, campus policies, and grievance procedures, and/or provides a notification to all enrolled students and current employees that the current version of the Report has been posted to https://ibt.edu/consumer-information/ and that a paper copy of the Report will be provided at no cost upon request. Distribution methods for the Report and/or the notification include classroom/office distribution, U.S. Postal Service delivery, and/or electronic mail or text. The Admissions Department provides written notice to all prospective students prior to enrollment regarding the availability and location of the Report. The Human Resources Department provides all prospective employees with information regarding the availability and location of the Report. All prospective employees may receive a copy of the Report by calling the Campus Director. In addition, a copy of the current Report is available to the public on IBT's website at https://ibt.edu/consumer-information/. The crime statistics contained in this Report, as reported annually to the U.S. Secretary of Education, can also be viewed by searching under IBT's name in the Department of Education's Campus Safety and Security Data located at https://ope.ed.gov/campussafety/#/.

II. POLICIES FOR REPORTING AND RESPONDING TO CRIME AND EMERGENCIES

A. STUDENT, FACULTY AND STAFF REPORTING PROCEDURES

1. Reporting Emergencies

"Emergency" includes any dangerous situation involving immediate threat to the health or safety of students, faculty, staff or guests occurring on or near the campus, including fire. Upon observing or involvement in any type of emergency, students, faculty, staff and guests should immediately **call 911**. If possible, information about the emergency should also be communicated immediately to the Campus Director, Eric Espejo, who can be reached at **(408) 727-1060, eric.espejo@ibt.edu, 91 East Tasman Drive, San Jose, California 95134** and/or to other

available IBT staff for purposes of expediting IBT's Emergency Response and Evaluation Procedures as set forth in Section II.B.3 of this Report.

2. Reporting Crimes

Crimes occurring on campus or in areas immediately adjacent to or accessible from the campus (as defined above) should be reported by students, faculty and staff to the Campus Director or his/her designee. The categories of crimes that are tracked in the crime statistics published in the Annual Security Report include: criminal homicide, murder and non-negligent manslaughter, manslaughter by negligence, rape, fondling, incest, statutory rape, dating violence, domestic violence, stalking, hate crimes, robbery, aggravated assault, burglary, motor vehicle theft, arson, drug and alcohol violations, illegal weapons possession, and hazing. Incidents involving sexual harassment or a sexual offense should be reported to the Campus Director, serving in the capacity of the Title IX Coordinator. Where there is any question about whether an incident is a crime, a report should be made to the Campus Director or his/her designee for assistance in determining the nature of the incident. Witnesses or victims of crimes may report crimes on a voluntary, confidential basis for inclusion in IBT's annual crime statistics reporting by contacting the Campus Director.

Upon observing or involvement in any type of crime on campus or on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus:

- ***A student should immediately notify the Campus Director or nearest available IBT staff member. All IBT faculty and staff are trained to notify the Campus Director or his/her designee immediately of all crimes reported to them by students.***
- ***Faculty and staff should immediately notify the Campus Director or his/her designee.***

IBT strongly encourages individuals to report all crimes in an accurate and timely manner to local law enforcement agencies or campus authorities. Upon written request, IBT will disclose to the alleged victim of a crime of violence (as that term is defined in section 16 of title 18, United States Code), or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by IBT against a student who is accused of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

B. INSTITUTIONAL RESPONSE PROCEDURES

1. Response to Reports of Crime or Emergency

Upon receipt of a report of a crime or emergency, the Campus Director or his/her designee will:

- Immediately assess, based on his/her own judgment or after consultation with other IBT officials as needed, whether the situation warrants contacting 911 and/or following the emergency response and evacuation procedures contained in Section II.B.3 of this Report.

- Immediately assess, based on his/her own judgment and/or after consultation with other IBT officials and/or the local police, whether a "timely warning" to the campus community should be issued pursuant to the Timely Warning Policy in Section II.B.2 of this Report.

- With regard to a reported incident that is or may be sexual harassment or sexual offenses, the Campus Title IX Coordinator will also evaluate and respond to the reported sex offense in accordance with IBT's Sexual Harassment Policies and Procedures contained in IBT's Title IX policy.

- For all reported crimes, the Campus Director or his/her designee will, within 24 hours of notification of the incident, document all then-available and relevant information including the date, time, location, and description of the incident for purposes of maintaining an accurate record of events and compiling this annual Report. Documentation will be updated as more information becomes available.

2. Timely Warning of Reported Crime

All decisions concerning the issuance of a campus wide "timely warning" will be made on case-by-case basis. In the event that IBT receives notice of a crime reportable pursuant to the Clery Act, either on campus or on public property within the campus or immediately adjacent to or accessible from the campus, that, in the judgment of the Campus Director or his/her designee, constitutes an ongoing or continuing threat to students and employees, a timely warning will be issued as soon as pertinent information is available and/or confirmable. Depending on the particular circumstances of the crime/situation, especially in all situations that could pose an immediate threat to students and employees, IBT will post the timely warning via one or more of the following means of communication: classroom notification, email or text message, online notification, the IBT website, social media,

and/or verbal or written notice. The specific mean(s) of communication used will be those determined to be the most effective at reaching the campus community quickly given the nature and timing of the warning, as determined by the Campus Director or his/her designee. The warning will withhold as confidential the names and other identifying information of the victims.

Anyone with information warranting a timely warning should report the circumstances to the Campus Director or his/her designee by phone at (408) 727-1060 or in person.

3. Emergency Response and Evacuation Procedures

In the event the building needs to be evacuated or locked down due to any emergency or any other dangerous situation involving an imminent threat to the health and safety of students and employees (an "Emergency"), IBT will initiate its emergency and evacuation procedures. Maps of the evacuation route have been posted in each office, common area and classroom. The Campus Director or his/her designee will, without delay, and taking into account the safety of students, faculty and staff, and guests, determine the content of the notification and initiate the notification process. The notification will not be initiated if, in his/her professional judgment, a notification will compromise efforts to assist victims or to contain, respond to, or otherwise mitigate the emergency.

IBT has developed a process to confirm that there is an Emergency, determine who to notify, determine the content of the notification, and initiate the notification process. The Campus Director or his/her designee will contact local law enforcement, campus personnel, and local news sources to obtain as much information as possible. Upon the confirmation of an Emergency, IBT will issue a warning via one or more of the following means of communication: classroom notification, email, text message, online notification, the IBT website, social media, other spoken or written verbal announcement, and/or other appropriate means to immediately inform individuals on campus of the need to evacuate and procedures to follow. As necessary, the Campus Director or his/her designee will contact specific sections of the campus and take steps to inform the larger community of the Emergency. The front desk personnel and Campus Director or his/her designee will notify the local police, fire or other appropriate first responder(s) to assist with the When appropriate and practicable, the Campus Director or his/her designee will designate a staff member to alert neighboring businesses (those immediately adjacent to the campus) of the emergency via phone, text or other electronic means, or in person.

IBT publishes maps of the campus showing the school's emergency evacuation routes in every classroom and at other gathering places for students, faculty, and staff. The school tests the emergency response and evacuation procedures on at least an annual basis, including announced or unannounced tests. Additionally, the school tests its fire sprinklers and alarms on an annual basis.

III. SCHOOL CLOSURES OR DELAYS – NON-EMERGENCY

All decisions to close a campus or delay opening for any reason, including for a weather-related reason, will be made by the Campus Director or his/her designee after consultation with other IBT officials as appropriate. IBT will announce the decision and any related information as it deems appropriate given the circumstances, by email, text, online notification, the IBT website, social media, classroom notification, other spoken or written verbal announcement, and/or on local radio or TV stations on a timely basis for the day classes and for the evening classes respectively. Closings for day and evening classes may be announced separately. When school closings are excessive, or as determined by applicable law and regulations, make up classes may be required.

IV. POLICY STATEMENT ADDRESSING COUNSELORS AND COUNSELING SERVICES

There are no Pastoral or Professional Counselors on Campus. Crisis, mental health and victim resource hotline numbers are available from the Campus Director or the Career Services department. Section IX of this policy addresses IBT's policies with respect to support services and confidentiality for victims of sexual violence.

V. ACCESS POLICY, SECURITY OF CAMPUS FACILITIES, AND SECURITY CONSIDERATIONS USED IN THE MAINTENANCE OF CAMPUS FACILITIES

IBT does not maintain residential facilities and does not have any officially recognized student organizations with noncampus locations. During business hours (8 am to 10:45 pm Monday-Thursday, 8 am to 5 pm Friday, and as may be scheduled on Saturday for labs) the campus building is accessible to staff, faculty and/or students via their school-issued badge. Visitors without a badge can only access the campus through the main entrance where

front desk staff log their entry and control their access to the rest of the campus. During non-business only authorized campus and executive staff badges have access, as well as cleaning staff who are provided with a key and alarm code. For monitoring purposes, security cameras are posted throughout the campus for maximum coverage. Additional campus security measures include an alarm system, environmental sensors, and panic buttons for front desk staff. IBT evaluates its security policies regarding campus facilities annually.

VI. CAMPUS LAW ENFORCEMENT AND RELATED POLICIES

IBT does not employ security personnel or campus police and IBT employees have no authority to arrest or detain any individual. IBT does not have a written memorandum of understanding or other agreement with local police agencies. IBT faculty or staff will assist in notifying appropriate law enforcement authorities if a student requests assistance in contacting police. Students, faculty, and staff are encouraged to accurately and promptly report all crimes and public safety related incidents to the Campus Director as set forth in Section II.A of this Report and to notify local police when the victim of a crime elects to do so, or is unable to make such a report.

If you are a victim of or witness to a crime and do not want to pursue action through IBT's procedures or the criminal justice system, the School encourages you to consider reporting the incident to the Campus Director for the limited purpose of permitting IBT to include the incident in its crime statistic reporting without revealing your identity. With such information, IBT can keep an accurate record of the number of similar incidents, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. IBT will make its best efforts, to the extent permitted by law, to maintain the privacy of that information and to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA). Police reports are public records under state law, and IBT cannot hold reports of crime obtained from police records in confidence. Policies with respect to victims of sexual violence are contained in Section IX of this Report. Policies pertaining to hazing are contained in Section XI of this Report.

VII. SECURITY AWARENESS AND CRIME PREVENTION PROGRAMS

During new student and new employee (faculty and staff) onboarding, students and employees are informed of IBT's safety and security practices and procedures, given this Report, and are encouraged to be responsible for their own security and the security of others. Such onboarding and trainings may include an informational handout, a Power Point presentation, and/or review of the policies contained in this Report and in the school catalog.

Campus crime statistics for the previous three calendar years are also disclosed on an annual basis (for the previous three calendar years) within this Annual Security Report. The topics of crime prevention and security awareness, as they relate to preventing and responding to sexual harassment/violence (specifically, bystander intervention and risk reduction strategies), are also covered during onboarding.

VIII. POLICY ON POSSESSION, USE AND SALE OF ALCOHOLIC BEVERAGES AND ILLEGAL DRUGS

All IBT property has been designated "drug free" and the School is committed to full compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act regulations as contained in 34 C.F.R. Part 86. IBT does not permit the sale, possession or consumption of alcoholic beverages on School property and adheres to and enforces all state underage drinking laws. A complete copy of IBT's six page Drug-Free Schools/Drug-Free Workplace Annual Disclosure containing its policy on possession, use and sale of alcoholic beverages and illegal drugs is included in both the School Catalog and on IBT's website at https://ibt.edu/consumer-information/. At least on an annual basis, students, faculty and staff are provided with a copy of that policy. New students, faculty and staff are provided this information during their onboarding process. Annually students are provided this information by means of the current School Catalog, annual distribution with this Report, and material posted on campus. Current faculty and staff are provided this information with a copy of this Report.

The consumption and/or possession of any alcoholic beverage by any person younger than 21 years of age is forbidden as provided by state law. IBT prohibits the use, possession, manufacture, sale or distribution by its students, faculty and staff of any illegal drug. This includes all forms of marijuana and synthetic marijuana, regardless of the legality of either substance. A state's legalization of marijuana and/or the possession of a legitimate medical marijuana card are not accepted as exceptions to this policy. Under federal law marijuana remains classified as a Schedule I drug and its possession and use by any individual, regardless of age, are

prohibited. Students, faculty and staff are reminded that unlawful possession, distribution or use of alcohol or illegal drugs may subject individuals to criminal prosecution. IBT may refer violation of prescribed conduct to the appropriate authorities for prosecution in connection with federal and state laws.

IX. POLICY REGARDING SEXUAL HARASSMENT AND SEX OFFENSES

IBT policy prohibits harassment or discrimination based on race, religion, creed, national origin, ethnicity, ancestry, color, sex, military or veteran status, physical or mental disability, mental condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information or any other basis protected by federal, state or local law. Additionally, in accordance with Title IX of the Education Amendments of 1972, the School prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and the Institution has jurisdiction over Title IX complaints. To the extent that an employee or contract worker is not satisfied with IBT's handling of a sexual harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief. In California, employees may notify the California Civil Rights Department (CRD) by consulting the government agency listings in the telephone book or online at https://calcivilrights.ca.gov/. The CRD will, in appropriate cases, prepare and investigate complaints of harassment or discrimination; after a hearing, the CRD may award damages to individuals actually injured as a result of such conduct, as well as other remedies.

IBT is committed to creating and maintaining an educational climate that is free from all forms of sex discrimination, including sexual offenses of all types. Students, faculty and staff should be aware that discrimination and/or other harassment based on sex, gender identity or sexual orientation is unacceptable. IBT prohibits dating violence, domestic violence, sexual assault, and stalking as defined below. To fulfill its educational mission, IBT has designated Eric Espejo, Campus Director, as its representative to coordinate IBT's compliance with Title IX of the Education Amendments of 1972, as amended, and the Clery Act. **Students, faculty or staff who feel that they have been the victim of sex harassment, sex discrimination, sexual violence or other sexual offenses should contact the Title IX Coordinator at (408) 727-1060, eric.espejo@ibt.edu, 91 East Tasman Drive, San Jose, California 95134, and follow the procedures outlined in this section (IX).** For grievances other than those related to Title IX, students should follow the procedure outlined in the Notice of Student Rights in the School Catalog.

Confidentiality

All proceedings and records concerning sexual harassment or sexual offense complaints shall be confidential to the extent permitted or required by law, even if the victim does not specifically request confidentiality. In coordination with IBT's executive management and its legal counsel, a victim's personally identifying information will not be included in any publicly available recordkeeping, including Clery Act reporting and disclosures such as this Annual Security Report. Memoranda describing any formal reprimand or disciplinary action for violating this policy will be placed in a student's permanent academic file and an employee's permanent personnel file. IBT will maintain as confidential any accommodations or protective measures provided to the victim; however, in some cases, IBT may need to disclose some information about a victim to a third party to provide necessary accommodations or protective measures. The determination of the need to disclose such information will be made by the Title IX Coordinator in coordination with IBT's legal counsel and the School's executives. The victim will be notified regarding which information will be shared, with whom it will be shared, and why, prior to IBT sharing the information.

When a victim ("Complainant") specifically requests confidentiality, the School will generally grant the request, and will make every reasonable effort to provide appropriate accommodations or protective measures to the Complainant and to conduct a meaningful investigation. However, the Complainant must understand that IBT's ability to meaningfully investigate the incident and pursue disciplinary action against the Respondent may be limited. In such cases and in cases a Complainant discloses an incident but requests that no formal investigation be conducted or disciplinary action taken, IBT will take the request seriously, but must weigh that request against its obligation to provide a safe and nondiscriminatory environment for all the entire campus community, including for the Complainant.

In determining whether to disclose a Complainant's identity or proceed to an investigation over the objection of the Complainant, the institution will consider whether any of the following apply:

1. There are multiple or prior reports of sexual misconduct against the Respondent.
2. The Respondent reportedly used a weapon, physical restraints, or engaged in battery.
3. The Respondent is a faculty or staff member with oversight of students.

4. There is a power imbalance between the Complainant and Respondent.
5. The Complainant believes that the Complainant will be less safe if the Complainant's name is disclosed or an investigation is conducted.
6. The institution is able to conduct a thorough investigation and obtain relevant evidence in the absence of the Complainant's cooperation.

If the School determines that it must disclose the Complainant's identity to the Respondent or proceed with an investigation, the Complainant will be notified prior to making this disclosure or initiating the investigation. Under these circumstances, the School will also take immediate steps to provide for the safety of the Complainant where appropriate. In the event the Complainant requests that the School inform the Respondent that the Complainant asked the School not to investigate or seek discipline, the School shall honor this request.

If the institution determines that it can honor the student's request for confidentiality, it shall still take reasonable steps to respond to the complaint, consistent with the request, to limit the effects of the alleged sexual harassment and prevent its recurrence without initiating formal action against the alleged perpetrator or revealing the identity of the Complainant. These steps may include increased monitoring, supervision, or security at locations or activities where the alleged misconduct occurred; providing additional training and education materials for students and employees; or conducting climate surveys regarding sexual violence. The institution shall also take immediate steps to provide for the safety of the Complainant while keeping the Complainant's identity confidential as appropriate. These steps may include changing course schedules, assignments, or tests. The Complainant shall be notified that the steps the institution will take to respond to the complaint will be limited by the request for confidentiality.

No student, faculty or staff will be subjected to retaliation, threats, intimidation, coercion or otherwise discriminated against by members of the IBT community as a result of filing a Title IX report or grievance, or by serving as a witness or otherwise assisting in a Title IX grievance procedure. Anyone experiencing retaliation should report the incident to the Title IX Coordinator. Additionally, a Complainant or witness who participates in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the institution's conduct policies at or near the time of the incident, unless the institution determines that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

Sexual Harassment and Sexual Offenses

Sexual harassment and other sexual offenses, including sexual assault, domestic violence, intimate partner violence, dating violence and stalking are prohibited by IBT and will not be tolerated. All members of the IBT community (students, faculty and staff) are encouraged to promptly and accurately report incidents of sexual harassment and sexual violence. This allows IBT to quickly respond to the allegations and offer immediate support to the victim. IBT is committed to protecting the confidentiality of victims, will work closely with individuals who wish to obtain confidential assistance regarding an incident of a sexual offense, and will maintain the privacy of information to the extent permitted or required by law. Allegations will be investigated promptly and thoroughly as provided by this policy, and both the victim and the Respondent will be afforded equitable rights during the investigative process. IBT will include information on crimes of sexual violence in its Clery Act Annual Security Report in a manner that protects the identity of the victim.

Any student or staff member who feels that he or she is the victim of sexual harassment or a sexual offense has the right to seek redress of the grievance pursuant to the IBT Title IX Policy. Substantiated accusations may result in disciplinary action against the offender, up to and including termination of the employee's employment or the student's enrollment. In addition, complainants who make accusations of sexual harassment or a sexual offense in bad faith may be subject to equivalent disciplinary action.

Key Definitions

a. For Clery Act campus crime reporting purposes, IBT uses the following definitions:

Sexual violence means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of acts fall into the category, including sexual assault or harassment based on sexual orientation, domestic violence, dating violence, and stalking. Alleged sexual violence against another may also constitute a crime resulting in an additional, independent law enforcement investigation falling outside of this Grievance Policy. These acts will not be tolerated at IBT as such acts are inappropriate and create an environment contrary to the goals and mission of IBT. Any such acts will be thoroughly investigated and will

subject an individual to appropriate disciplinary sanctions and/or possible action by appropriate law enforcement agencies.

Sexual assault is defined as any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes any offense that meets the definition of rape, fondling, incest and statutory rape as used in the Federal Bureau of Investigation's Uniform Crime Reporting[1] program and as set forth in Appendix A to Subpart D of Title 34 of the Code of Federal Regulations, Part 668, which defines each offense as follows:

> **Rape** is the penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.
>
> **Fondling** is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
>
> **Incest** is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
>
> **Statutory Rape** is sexual intercourse with a person who is under the statutory age of consent.

California law does not specifically define "Sexual Assault."

Domestic violence means a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim, a person with whom the victim shares a child in common, a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, a person similarly situated to a spouse of the victim under domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or any other person against an adult or youth victim who is protected from that person's act under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Domestic Violence is defined in California Penal Code §13700 as, abuse committed against an adult or a minor who is a spouse, former spouse, cohabitant, former cohabitant, or person with whom the suspect has had a child or is having or has had a dating or engagement relationship. For purposes of this subdivision, "cohabitant" means two unrelated adult persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to, (1) sexual relations between the parties while sharing the same living quarters, (2) sharing of income or expenses, (3) joint use or ownership of property, (4) whether the parties hold themselves out as spouses, (5) the continuity of the relationship, and (6) the length of the relationship.

Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or threat of such abuse, and dating violence does not include acts covered under the definition of domestic violence.

There is no California law definition of "dating violence." California Penal Code § 13700 treats violence between persons in a dating relationship as "domestic violence." See the California definition for "domestic violence" above.

Stalking means "engaging in a course of conduct (two or more acts including but not limited to acts in which the stalker directly, indirectly, or through third parties, or by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person or interferes with his or her property) that is directed at a specific person and would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress." Reasonable persons means a reasonable person under similar circumstances and with similar identities to the victim. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

[1] The FBI's UCR definitions are used to describe all crimes reported in the Clery Act Crime Statistics section of this Report.

Stalking is defined in California Penal Code § 646.9 as, (a) Any person who willfully, maliciously, and repeatedly follows or willfully and maliciously harasses another person and who makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family is guilty of the crime of stalking, punishable by imprisonment in a county jail for not more than one year, or by a fine of not more than one thousand dollars ($1,000), or by both that fine and imprisonment, or by imprisonment in the state prison.

Consent means voluntary agreement to engage in sexual activity by verbal agreement or active and willing participation in sexual activity. Someone who is incapacitated or under the age of consent under state law cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent may be withdrawn at any time. Coercion, force, or threat of either invalidates consent.

Consent is defined in California Penal Code § 261.6 as, positive cooperation in act or attitude pursuant to an exercise of free will. The person must act freely and voluntarily and have knowledge of the nature of the act or transaction involved. A current or previous dating or martial relationship shall not be sufficient to constitute consent where consent is at issue in a prosecution under Section 261, 262, 286, 288a or 289.

Additionally, California Penal Code § 261.7 states that, in prosecutions under Section 261, 262, 286, 287, or 289, or former Section 288a, in which consent is at issue, evidence that the victim suggested, requested, or otherwise communicated to the defendant that the defendant use a condom or other birth control device, without additional evidence of consent, is not sufficient to constitute consent.

Furthermore, California Education Code § 67386, commonly referred to as the “Yes Means Yes Act” requires consent to be affirmative. “Affirmative consent” means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

b. For the purposes of IBT’s Title IX Policies and Procedures, including the formal investigatory and disciplinary procedures outlined below, the following definitions will be used:

Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School’s education programs or activities; or
3. As defined below, sexual assault, domestic violence, dating violence, or stalking.

Sexual Assault means any sexual act directed against another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent.

Dating Violence means violence committed by a person—

1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. 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.

Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction 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.

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

1. Fear for his or her safety or the safety of others; or
2. Suffer substantial emotional distress.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment, as defined above.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, as defined above.

Formal Complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the recipient investigate the allegation of sexual harassment.

Responsible Employee means an employee who has the authority to take action to redress sexual harassment or provide supportive measures to students, or who has the duty to report sexual harassment to an appropriate School official who has that authority. At IBT Responsible Employees include the Campus Director, Director of Education, Title IX Coordinator, instructors, externship coordinators, and the Director of Career Services.

Supportive Measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Supportive measures are available to the Complainant and Respondent regardless of whether the Complainant files a formal complaint.

Business Days means Monday through Friday, except for federal or state holidays and any day in which the School is closed due to inclement weather, emergency, or scheduled breaks in the School's academic calendar.

A. If You Are the Witness or Victim of a Sexual Offense

Upon observing or involvement in any type of sexual offense by a stranger or non-stranger on campus or on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus, IBT encourages students, faculty and staff to promptly report the incident to the local police and/or IBT's Title IX Coordinator at **(408) 727-1060, eric.espejo@ibt.edu, 91 East Tasman Drive, San Jose, California 95134.** A report may be made to either or both the police and the Title IX Coordinator. The Title IX Coordinator is responsible for IBT's compliance with Title IX of the Education Amendments of 1972. In this role, the Title IX Coordinator administers the review, investigation and resolution procedures for reports of sexual offenses. Where there is any question about whether an incident is a sex offense, a report should be made to the Title IX Coordinator for assistance in determining the nature of the incident.

Victims of a Sexual Offense: If you are a victim of a sexual offense, your first priority should be to get to a place of safety. You should then obtain any necessary medical treatment. Information about the alleged offense should be provided to the Title IX Coordinator as soon as possible. Victims of sexual violence may also wish to seek support services from organizations trained in providing counseling and support services to victims. IBT refers victims of sexual offenses to a number of organizations, including the YWCA Golden Gate Silicon Valley's 24-hour Crisis Intervention Hotline, offering support to survivors of Sexual Assault, Domestic Violence and Human Trafficking, at (800) 572-2782 or https://yourywca.org/; Community Solutions, offering support for survivors of sexual assault, intimate partner violence, and human trafficking 1.877.END.SADV (1.877.363.7238) https://www.communitysolutions.org/; and Rape, Abuse & Incest National Sexual Assault Hotline at 800.656.HOPE (4673), Chat at RAINN.org/hotline, or Text "HOPE" to 64673.

It is important to preserve evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protection order. Time is a critical factor for evidence collection and preservation. You don't have to decide if you want to file charges right away, but preserving the evidence helps if you decide to file charges against the perpetrator at a later date. If at all possible:

- Document the details of the incident, such as dates, times, locations, and witnesses.
- Save clothing worn during the offense in separate paper bags.
- Save digital evidence such as harassing or threatening emails, voicemails, text messages, social media posts, etc.
- Take pictures of any injuries or damages and have any injuries looked at and documented by your doctor.

Victims of a sexual offense are also encouraged to preserve DNA evidence by obtaining a forensic examination from a medical professional. Victims are not required to file a police report in order to receive a sexual assault forensic exam. These exams are always free and do not require the use of medical insurance. In order to ensure the greatest chance of collecting DNA evidence, a forensic examination should be done as soon as possible after an assault.

IBT strongly advocates that a victim of a sexual offense report the incident to police in a timely manner. If requested to do so by the victim, IBT will assist the victim in contacting the police. However, the victim is not required to contact the police, and may pursue the Grievance Procedure contained in this policy or request IBT to conduct an independent investigation under this section regardless of whether the police are contacted.

IBT does not issue orders of protection. However, orders of protection and restraining orders are issued by criminal, civil or tribunal courts in IBT's local area upon the application of a Complainant and upon a showing of appropriate cause against the Respondent. IBT will assist in referring a Complainant to the appropriate court or other government office. Further, IBT will strictly comply with and enforce the terms of a protective/restraining order when it becomes aware of such order using such means as requiring the Respondent to stay away from the School pending any court hearing, transferring the Respondent to other classes, or transferring the Respondent to different class attendance times.

B. Role of the Title IX Coordinator:

The Title IX Coordinator has primary responsibility for receiving, evaluating, and overseeing the review, investigation, including follow up victim and witness interviews, and resolution procedures of reports of sexual harassment and sexual offenses, and for assisting in the maintenance of accurate Clery Act crime statistics. Students, faculty and staff who believe they are the victim of sexual harassment or a sexual offense, or who have witnessed an act of sexual harassment or a sexual offense, by a stranger or non-stranger, should report the incident to the Title IX Coordinator. Upon receipt of the report, the Title IX Coordinator will provide a written explanation of the victim's rights and options, and the procedures victims should follow if a crime of dating violence, domestic violence, sexual assault, or stalking has occurred. The Title IX Coordinator also has the following responsibilities:

1. Provide the Complainant with a copy IBT's Title IX policies and procedures, and written information about local victim support resources (off-campus) for victims including existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid and other services available to victims.

2. Maintain the confidentiality of the personally identifying information ("PII") of the victim or other necessary parties by ensuring PII is not included in the Annual Security Report and related disclosures.

3. Provide written notification of options to facilitate changes to academic, externship, and/or transportation situations, if requested, while an informal or formal investigation is pending, including the option to issue a no-contact order. IBT is obligated under federal law to give reasonable accommodations to a victim. Upon the victim's request to the Title IX Coordinator, IBT will facilitate reasonable accommodations, which may include changes to classes, attendance times, parking arrangements, and/or externship location where applicable, as well as extensions of time or other course related adjustments. The Respondent may also request reasonable interim accommodations. IBT does not rely on one fixed set of rules regarding interim accommodations. Any specific measures taken will be individualized and determined based the Title IX Coordinator's assessment of the specific situation, the severity and pervasiveness of the allegations, and his/her best judgment of which available measures will reasonably accommodate the requestor's needs and specific requests, while making every effort to avoid depriving any student of his or her education. The Title IX Coordinator may choose to alter the interim measures taken or offer different reasonable accommodations at any point as their understanding of the situation and the needs of the parties involved evolve throughout the investigation. IBT will seek to maintain the confidentiality of the identity of the victim and any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of IBT to provide the accommodations or protective

measures. These steps will be taken by IBT regardless of whether the victim chooses to file a formal complaint.

4. Inform the Complainant of their right to file a separate criminal complaint for allegations relating to a sexual offense. IBT will comply with a victim's request for assistance in notifying authorities.

5. Unless the allegations of sexual harassment or sexual offense involve conduct by an IBT employee towards a student, will undertake, with permission of or at the request of the Complainant, to resolve the conflict informally by informing the individual alleged to have caused the grievance in writing that the complaint has been filed; seek to find out the facts; and, if both parties and IBT desire it, arrange a meeting to try to resolve the differences. All individuals who are involved in an investigation as the Respondent, Complainant or witness have a duty to keep all information confidential to the extent permitted by law. Persons who violate the confidentiality rights of other individuals may be subject to disciplinary action.

In the event that an attempt at informal resolution of the problem is unsuccessful, or if the Complainant, Respondent, or IBT deems that informal resolution is undesirable or not permitted by law, the Title IX Coordinator will stop the informal resolution process and assist the Complainant in filing of a formal complaint or self-initiate a formal investigation.

c. Formal Investigatory and Disciplinary Procedures for Students and Employees

All reports of sexual harassment or sexual offenses received by the Title IX Coordinator must be resolved through its Title IX policies and procedures. IBT is committed to providing a fair, prompt and impartial proceeding from investigation initiation to final result that is conducted by officials who do not have a conflict of interest or bias for or against the Complainant ("victim") or the Respondent ("accused"). Except in cases in which Title IX or its implementing regulations require formal hearings, direct cross examination, or other adversarial procedures, the School does not view the investigation and adjudication of alleged sexual harassment or sexual offenses as an adversarial process between the Complainant, the Respondent, and the witnesses. Instead the intention is to allow the School to help ensure both the safety of the campus community and students' equal access to its educational programs in compliance with its obligations under existing law. The Complainant does not have the burden to prove, nor does the Respondent have the burden to disprove, the underlying allegation or allegations of misconduct.

If a victim discloses an incident but wishes to maintain confidentiality or request that no formal investigation be conducted or disciplinary action taken, IBT must weigh that request against its obligation to maintain a safe campus environment. When IBT honors the Complainant's request for confidentiality, the Complainant must understand that IBT's ability to meaningfully investigate the incident and pursue disciplinary action against the Respondent may be limited. In the case of sexual violence, IBT may be required to formally investigate and, if appropriate, pursue disciplinary action under this policy. If IBT determines it cannot maintain the victim's confidentiality, it will so inform the victim prior to initiating the investigation and will, to the extent possible, share as limited information as possible in an effort to protect the victim's identity. IBT may not require a victim to participate in a formal investigation or hearing that it has initiated.

Any student, faculty or staff, or group of same, alleging that an act of sexual harassment or a sexual offense has taken place has the right to seek redress of the grievance by means of the IBT Title IX policies and procedures. In order to ensure availability of witnesses and fresh memories of the alleged discriminatory event, all reports should be made as promptly as possible after the alleged discriminatory conduct. Informal resolution of the conflict is always an option if all parties involved voluntarily agree to participate. However, an attempt at informal resolution is never a prerequisite to filing a formal complaint. Even if the parties agree to informally resolve a complaint, IBT may nonetheless determine that informal resolution is not appropriate and initiate the formal investigation and grievance procedures discussed below.

IBT's Title IX Policy details the process for reporting incidents of sexual harassment and sexual offenses and also the procedures IBT will follow in its formal grievance process. Those procedures are described below. The full version of IBT's Title IX Policy can be found on the school's website at https://ibt.edu/title-ix-information.

a. REPORTING AN ALLEGATION

Title IX Coordinator - Any individual – student, employee or third party - may make a report concerning sexual harassment or sex discrimination whether or not they are the victim of that behavior. Complainants and third parties are encouraged to report sexual harassment as soon as possible to allow the School to respond promptly and effectively. **Students are strongly encouraged to and all Responsible Employees are required to report**

any instances or allegations of sexual harassment to the Title IX Coordinator. In cases where the allegation is against the Title IX Coordinator, the report may be made to the Chief Executive Officer. Only the campus Title IX Coordinator or Chief Executive Officer has authority to issue corrective measures for an incident of sexual harassment or sex discrimination. The Title IX Coordinator at the School is the Campus Director, and can be contacted at:

Eric Espejo, Campus Director
91 East Tasman Drive,
San Jose, California 95134
(408) 727-1060
eric.espejo@ibt.edu or TitleIXCoordinator@ibt.edu

The School has designated the Title IX Coordinator to oversee the intake of complaints of sexual harassment at the School. An individual who has experienced sexual misconduct has the right to choose whether or not to report the incident to the Title IX Coordinator for investigation. The Title IX Coordinator is trained to assist individuals who report sexual misconduct and can provide information about resources and services available to students and employees, both on and off campus, including the availability of supportive measures.

Confidentiality - The Title IX Coordinator is not a confidential source of support. While he or she will address your complaint with sensitivity and will keep your information as private as possible, confidentiality cannot be guaranteed. The Title IX Coordinator will treat as confidential all information related to the provision of supportive measures, to the extent that such confidentiality does not interfere with the ability of the School to provide the supportive measures.

Report vs. Formal Compliant - Making a **report** is different from filing a **formal complaint**. A report is defined as notification of an incident of sexual misconduct to the Title IX Coordinator. A report may be accompanied by a request for (1) supportive or interim measures; (2) no further action; (3) the initiation of the formal complaint process; and/or (4) a request to initiate an informal resolution process. Informal resolution can only occur after a formal complaint is filed. Filing a formal complaint initiates the School's formal Title IX grievance process.

Criminal Complaint/Civil Actions - A person who has experienced sexual harassment, as defined in Section II, above, or a person who witnesses sexual harassment, has the right to simultaneously file a complaint with the School and to pursue a criminal complaint with law enforcement in the event that the individual believes in good faith that the alleged conduct of the Respondent constitutes a criminal violation of law. Victims and witnesses of sexual harassment have the right to be assisted by the School in notifying law enforcement authorities of sexual harassment or they can decline to notify such authorities. The School may, however, have a statutory reporting obligation when it becomes aware of certain factual allegations. Parties may also have options to file civil actions in court or with administrative agencies.

How to Make a Report - If a student, employee or third party wishes to report an allegation of sexual harassment, he or she should submit any relevant information to the Title IX Coordinator in person, via email, via regular mail or by phone. Please Note: All Responsible Employees are required to report any instances or allegations of sexual harassment to the Title IX Coordinator.

The Title IX Coordinator will take the Complainant's wishes into account when determining whether to file a formal complaint. However, if the Title IX Coordinator determines that pursuing an investigation into the allegations is necessary for the safety of the community or other reasons, he or she may initiate the formal complaint to start the grievance process notwithstanding the Complainant's decision not to pursue a formal complaint. If this occurs, and the Complainant requests that the School inform the Respondent that the Complainant asked the School not to investigate or seek discipline, the School shall honor this request.

b. **HOW TO FILE A FORMAL COMPLAINT**:

To file a formal complaint, the Complainant must submit, in writing, allegations of sexual harassment against a Respondent and must request that the School investigate the allegation of sexual harassment. Only the Complainant or Title IX Coordinator may file a formal complaint. Any person wishing to make a complaint must submit it to the Title IX Coordinator in person, via email, via regular mail or by phone to the attention of:

Eric Espejo, Campus Director
91 East Tasman Drive,
San Jose, California 95134
(408) 727-1060
eric.espejo@ibt.edu or TitleIXCoordinator@ibt.edu

c. SCHOOL'S RESPONSE TO ACTUAL OR CONSTRUCTIVE KNOWLEDGE OF SEXUAL HARRASSMENT

The School is presumed to have actual knowledge of sexual harassment and will at a minimum begin preliminary inquiries/actions into any alleged conduct if a Responsible Employee knew, or, in the exercise of reasonable care, should have known, about the sexual harassment. Preliminary inquiries/actions into any such alleged conduct shall be initiated regardless of whether or not a complaint has been filed. For this reason, all Responsible Employees have both a duty and a requirement to report any instances or allegations of sexual harassment to the Title IX Coordinator.

Supportive Measures - Upon receiving a report, a formal complaint or notice of allegations of sexual harassment in an educational program or activity, the Title IX Coordinator will promptly respond to the Complainant/Alleged Victim (or reach out to them, if the information was provided by a third party) to discuss the availability of supportive measures, consider his/her wishes with respect to the supportive measures, and explain the process for filing a formal complaint. Appropriate supportive measures are available regardless of whether the Complainant ultimately decided to pursue a formal or informal resolution and will never be predicated on the Complainant accepting a possible resolution to the complaint. The Title IX Coordinator will respond similarly to incidents that occur outside of the School's educational programs or activities that involve individuals subject to the institution's policies, whether they occurred on or off campus, if, based on the allegations, there is any reason to believe that the incident could contribute to a hostile educational environment or otherwise interfere with a student's access to education. The Title IX Coordinator will also consider and, when appropriate, respond to requests for supportive measures relating to prior incidents of sexual harassment that could contribute to a hostile educational environment or otherwise interfere with a student's access to education where both individuals are, at the time of the request, subject to the institution's policies.

The School will maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Preliminary Inquiry/Actions -The Title IX Coordinator, in consultation with others as necessary, will conduct an initial assessment of the alleged conduct, the reporting party's desired course of action, and interim measures to protect the safety of the Complainant or the community. The goal is to prevent any hostile educational or workplace environment from developing at the School. If a report made to the Title IX Coordinator involves a serious or immediate threat to the campus community, the School will issue a timely notification to the community to protect the health or safety of the community. The timely notification will not include any identifying information about the Complainant.

If a Complainant chooses to pursue a formal complaint, the School must follow the grievance process outlined below, unless the Title IX Coordinator determines, after this preliminary inquiry, that the alleged conduct, even if proven, would not rise to the level of conduct prohibited by this policy for one of three reasons:

1. The alleged conduct did not occur in scope of the School's education program or activity, or
2. The alleged conduct does not meet this policy's definition of sexual harassment, or
3. The alleged conduct did not occur to a person located in the United States

Scope of Education Programs or Activities - For the purposes of the Title IX Coordinator's determination under Subsection c of this policy statement, the scope of the School's education program or activity includes locations, events, or circumstances over which the School has exercised substantial control over both the Respondent and the context in which the sexual harassment occurs, and shall also include any building owned or controlled by a student organization that is officially recognized by the School.

Dismissal of Formal Compliant - If the Title IX Coordinator determines that the alleged conduct, even if proven, would not rise to the level of conduct prohibited by this policy, the formal complaint will be dismissed, and the Complainant will be provided written notification of that decision, which will include the reasons for the dismissal. A determination that the alleged conduct does not warrant initiating the grievance process does not preclude the School from taking action to address any prohibited conduct/actions under another provision of its Code of Conduct.

If the Complainant or Respondent is an employee of the School or one of its affiliates, the Title IX Coordinator will notify the Director of the Human Resources department who is responsible for overseeing the School's compliance with Title VII of the Civil Rights Act of 1964.

d. **REMOVAL OF A RESPONDENT FROM EDUCATION PROGRAM OR ACTIVITY -INTERIM ACTION**

The Title IX Coordinator may remove a Respondent from his or her educational program or activity if the Title IX Coordinator determines that an immediate threat to the physical health or safety of any student or other individual arising from allegations of sexual harassment justifies removal.

If the Title IX Coordinator determines that allegations of sexual harassment justify removal, he or she will provide the Respondent with notice of the removal to the Respondent's School-provided email address and the Respondent must immediately cease participation in campus activities and may not return to the campus at any time pending the resolution of the complaint. Within three (3) Business Days after the Title IX Coordinator sends the notice, Respondent may challenge the removal decision by providing a written explanation of why the sexual harassment allegations do not justify removal. The Title IX Coordinator will notify the Respondent within three (3) Business Days whether the challenge is successful and whether any alternative interim measures are warranted. A Respondent who has been removed from his/her programs or activities as an interim measure may not attend any activity or program of the School while his/ her challenge to removal is pending.

The Title IX Coordinator may also place a non-student employee Respondent on administrative leave during the pendency of a grievance process.

e. **INFORMAL RESOLUTION**

After a formal complaint is filed and as an alternative to completing the School's formal Title IX grievance process, the Complainant and Respondent may agree to resolve a formal complaint through an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. Informal resolution is not available to resolve allegations of sexual violence or allegations that any employee of the School sexually harassed a student.

Participation in an informal resolution process is entirely voluntary, and requires written consent from all parties, including the School. The School will not require a Complainant or Respondent to participate in informal resolution. However, once the parties and the School agree to informal resolution, the School will suspend its obligation to pursue the grievance process except to the extent necessary to facilitate the informal resolution process as agreed to by the parties and the School.

At any time prior to the parties reaching an agreement on the resolution of the allegations, any party may withdraw from the informal resolution process and initiate or resume the grievance process. If the parties and the School agree to an informal resolution process, the Title IX Coordinator will provide the parties with a written notice disclosing (1) the allegations; (2) the requirements and procedures of the informal resolution process; (3) the circumstances under which the parties will be precluded from resuming a formal complaint arising from the same allegations; (4) notice that at any time prior to the parties' agreeable resolution of the allegations, any party has the right to withdraw from the informal resolution process and initiate or resume the grievance process; and (5) the records that will be maintained or could be shared during and after the informal resolution process.

In the event that the parties reach a mutually agreeable resolution of the complaint through the informal resolution process, the Title IX Coordinator will close and dismiss the complaint.

f. **RETALIATION**

The School or any other person is prohibited from intimidating, threatening, coercing, discriminating, or retaliating in any way against any individual for the purpose of interfering with any right or privilege secured by Title IX or the Regulations of the Department of Education (34 C.F.R. § 106, et. seq.), or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any aspect of the grievance process.

Complaints alleging retaliation may be submitted to the Title IX Coordinator in the same manner as a report of sexual harassment. Or, if the allegations of retaliation are against the Title IX Coordinator, the complaint should be directed to Peter Mikhail, the School's Chief Executive Officer, at:

Peter Mikhail, Chief Executive Officer
5150 S. Decatur Blvd.
Las Vegas, NV 89118
(702) 658-7900
pmikhail@mikhailed.com

g. CONFIDENTIALITY

The School understands that those involved in the sexual harassment reporting and grievance process, including the parties, witnesses, and individuals who have made reports or complaints of sex harassment, have privacy rights, including rights governed under the Family Education Rights and Privacy Act. The School will not disclose information relating to the reporting of sexual harassment and the grievance process unless it is pursuant to a lawful purpose, such as:

1. Where information is necessary to give fair notice of the allegations and to conduct the investigation, hearing, and appeal;
2. Where other School officials have a need to know of the information in performing the School's business;
3. Where the School determines the information should be shared with law enforcement;
4. Where sharing information will reduce the risk of an immediate threat to the health and safety of others;
5. Where sharing information is necessary for the School to comply with requests from government agencies and accreditors who review the School's compliance with federal law, state law, and accreditation requirements;
6. As necessary to respond to a lawfully issued subpoena or legal request for information;
7. Where disclosure of the information is otherwise permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99.

h. CONFLICTS OF INTEREST

No investigator or hearing decision-maker will make findings or determinations in a case in which they have a conflict of interest or bias that would prevent that individual from being able to discharge their duties with impartiality. A party wishing to raise the issue of a potential conflict of interest or bias must notify the Title IX Coordinator of the bias or conflict of interest within two (2) Business Days of being advised of the identity of the investigator or decision-maker or within two (2) days of the date the party discovers or reasonably should have discovered the existence of the alleged bias or conflict of interest. The Title IX Coordinator will determine whether a conflict of interest exists. If a party believes that the Title IX Coordinator has a bias or conflict of interest, the party must notify Peter Mikhail, the School's Chief Executive Officer, who will determine whether a conflict of interest or bias exists. Mr. Mikhail can be contacted at:

Peter Mikhail, Chief Executive Officer
5150 S. Decatur Blvd.
Las Vegas, NV 89118
(702) 658-7900
pmikhail@mikhailed.com

i. GRIEVANCE PROCESS

Once the Title IX Coordinator determines that allegations in a formal complaint could, if proven, constitute sexual harassment, the School will initiate its Title IX grievance process. The Title IX grievance process is designed to fairly investigate allegations of sexual harassment, determine responsibility for any alleged violations, and provide remedies designed to restore or preserve equal access to the School's education programs and activities. The School's Title IX grievance process will:

1. Treat Complainants and Respondents equitably;
2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness;
3. Presume that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline for Resolution -The School will resolve all cases in a prompt and timely manner, however, the timeline will vary based on the circumstances of the case, including scheduled and unscheduled breaks in the academic calendar, availability of the parties and witnesses, scope of the investigation, need for interim actions, and unforeseen or exigent circumstances. The parties will be periodically updated on the status of their case.

Stated timing requirements in this policy will be strictly enforced. Requests for extension are disfavored and will not be granted absent a showing of good cause that is based on extraordinary circumstances. However, if a party

believes circumstances require an extension of deadlines, he or she must notify the Title IX Coordinator before the passing of the deadline, in writing, explaining why the deadline must be extended. The Title IX Coordinator will decide whether the deadline should be extended. If a deadline is extended, it will be extended for all parties.

Responsibility to Check Email -Throughout the Title IX grievance process, the School will send important notices and information to the parties' School-provided email accounts. It is each party's responsibility to frequently check his or her School-provided email account. Important deadlines are based on when the School sends certain notices and/or information to a party's email account, and a party's failure to check his or her email is not a valid excuse for a missed deadline.

If a party is unable to access his or her School-provided email account, he or she must immediately notify the Title IX Coordinator to arrange for an alternate method of receiving notices and information. Unless and until the Title IX Coordinator receives such notice, a party will be deemed to have received all emails and attachments on the day they were sent.

Standard of Proof -The School uses the preponderance of the evidence standard in investigations of complaints of sexual harassment. This means that the investigation and hearing determine whether it is more likely than not that a violation of the policy occurred.

Role of Advisors -All parties may have an advisor of their choice to accompany them through the grievance process, including but not limited to a family member, victim advocate or other supporting individuals. A party's advisor may be, but is not required to be, an attorney. A party may have his or her advisor present at any meeting, interview, or other appearance the party is entitled to attend.

Advisors are expected to refrain from interfering in the investigation and resolution of a formal complaint and are required to act ethically, with integrity, and in good faith throughout the grievance process. If the Title IX Coordinator, an investigator, hearing decision-maker, or other campus official determines that an advisor is acting in a manner intended to improperly disrupt or interfere with the grievance process, the advisor will receive a warning. Any subsequent attempt to disrupt or interfere with the grievance process will result in the advisor's immediate removal from the proceedings, and he or she will be barred from further participation in the Title IX grievance process. Unless the Title IX Coordinator, investigator, decision-maker, or other campus official determines that an advisor's misconduct is part of a party's deliberate attempt to disrupt or delay the grievance process, the proceedings will be suspended to allow a party to replace his or her advisor.

Each party must have an advisor present at the hearing. As discussed in the Hearing Procedures, below, only advisors may ask a party or witness questions at a hearing. In advance of the hearing, a party may request that the School provide him or her with an advisor of the School's choosing. Absent a showing of bias or a conflict of interest, a party has no right to object to an advisor provided by the School.

Consolidation of Formal Complaints - The School may consolidate formal complaints against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where the grievance process involves more than one Complainant or more than one Respondent, references in this policy to "party," "Complainant," or Respondent" include the plural, as applicable.

Notice of Formal Complaint -Once a Title IX Coordinator determines that a formal complaint alleges a potential violation of this policy, the parties will receive notice that a formal complaint has been filed and that the School has initiated its grievance process. The notice will include:

1. The identities of the parties (Complainant(s) and Respondent(s)) involved in the incident, if known;
2. The conduct allegedly constituting sexual harassment, as defined in this policy, if known;
3. The date and location of the incident, if known;
4. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
5. An explanation of the parties' right to have an advisor present throughout the grievance process; and
6. An explanation of the School's prohibition against knowingly making false statements or knowingly submitting false information during the grievance process.

Investigation -After notifying the parties of the formal complaint and the initiation of the grievance process, in order to ensure an impartial and trauma-informed investigation, the School will appoint one or more trained investigators to interview the parties, including follow up interviews with the Complainant, Respondent, and

witnesses as appropriate, and gather evidence as necessary. Investigators will have received training on the following:

1. The definition of sexual harassment, as defined in this policy;
2. The scope of the School's education programs and activities;
3. How to conduct an investigation pursuant to this policy;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Issues of relevance to create an investigative report that fairly summarizes the relevant evidence.
6. A comprehensive, trauma-informed training program in investigating and adjudicating sexual assault, domestic violence, dating violence, and stalking cases.

During the investigation, the parties will have an equal opportunity to present witnesses, including expert witnesses, and other inculpatory and exculpatory evidence. The investigator shall have the authority to seek and interview such other witnesses as is deemed appropriate. The investigator will investigate any allegations that alcohol or drugs were involved in the incident between the parties.

When a party's participation in the investigation is invited or expected, the School or the investigator will provide written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings. The written notice will be given at least three (3) Business Days in advance of the party's expected participation. Pursuant to the limits on the role of advisors, discussed above, each party will be entitled to have an advisor of his or her choosing present at any meeting or interview to which the party is invited or expected to attend.

Neither the investigator nor the School may access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to that party, unless the School or the investigator obtains that party's voluntary, written consent to do so. If the party is under 18 years old, written consent must be given by the party's parent or guardian.

The School or the investigator may modify the list of allegations based on additional information learned during investigation. In that event, the parties will receive notice of a new allegation prior to the inclusion of a new allegation in an amended formal complaint.

Prior to the conclusion of the investigation, the School will provide the parties and their advisors the opportunity to inspect and review any evidence obtained during the investigation that is directly related to the allegations in the formal complaint. The parties will then have ten (10) Business Days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completing his or her investigative report.

At the conclusion of the investigation, the investigator will prepare an investigative report that fairly summarizes relevant evidence. The report will be simultaneously provided to all parties and their advisors at least ten (10) Business Days prior to the hearing, if a hearing is required. The parties may submit a written response to the investigative report for consideration by the hearing decision-maker. However, a response to the investigative report must be received by the Title IX Coordinator no later than five (5) Business Days before the hearing. Reponses received after that deadline will not be considered by the hearing decision-maker. The Title IX Coordinator will simultaneously provide all submitted written responses to the parties at least three (3) Business Days before the hearing.

Dismissal of a Formal Complaint - If at any time during the investigation, the School determines that any conduct alleged in the formal complaint (1) would not constitute sexual harassment, as defined in this policy, even if proved, (2) did not occur in a program or activity of the School, or (3) did not occur against a person in the United States, the alleged conduct does meet the criteria for Department of Education (DOE)-covered conduct and the School must either dismiss the formal complaint with regard to that conduct or pursue the grievance process under the rules established for non-DOE-covered conduct as later set forth in Section X. INVESTIGATION AND HEARING PROCEDURES FOR CONDUCT NOT COVERED BY DOE POLICIES. If other conduct is alleged in the formal complaint, the grievance process will continue with regard to those allegations only.

The School may also dismiss the formal complaint, or any allegations in the formal complaint, if at any time during the investigation or hearing (1) the Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations in the formal complaint; (2) the Respondent is no

longer enrolled at, or employed by, the School; or (3) specific circumstances prevent the School or the investigator from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If the School dismisses a formal complaint, or any allegations in a formal complaint, it will promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties.

Live Hearing - *Decision-Maker*:

Following the conclusion of the investigation and the parties' opportunity to review the investigative report, the School's grievance process provides for a live hearing. The hearing will be conducted by a decision-maker, who will have received training on the following:

1. The definition of sexual harassment, as defined in this policy;
2. The scope of the School's education programs and activities;
3. How to conduct live hearings pursuant to this policy;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant; and
6. Any technology to be used at the live hearing.
7. A comprehensive, trauma-informed training program in investigating and adjudicating sexual assault, domestic violence, dating violence, and stalking cases.

The School will be responsible for appointing the decision-maker for the hearing, who may or may not be an employee of the School. The decision-maker will be free of any conflicts of interest, pursuant to the conflict of interest requirements of this policy. The identity of the decision-maker will be provided to the parties at least ten (10) Business Days prior to the hearing. If any party believes that the decision-maker is subject to bias or a conflict of interest, he or she must submit a written objection to the Title IX Coordinator within the timelines stated in Section XI of the Title IX Policies and Procedures, stating the basis for the objection. If the Title IX Coordinator determines that the decision-maker is subject to bias or a conflict of interest that justifies removal of the decision-maker, the Title IX Coordinator will name a new decision-maker. In that event, the hearing may be rescheduled to allow for a reasonable time to ensure proper training and an opportunity for the parties to object to the new decision-maker on the grounds of bias or conflict of interest, pursuant to the requirements above.

Live Hearing - *Time and Location*:

The hearing will be conducted at a location within the county where the School is located. The Title IX Coordinator will notify the parties of the time and location of the hearing at least ten (10) Business Days prior to the hearing. Parties and their advisors are expected to adjust their schedules to attend the hearing. Hearings will not be rescheduled absent emergencies or extraordinary circumstances.

Within two (2) Business Days of the hearing, either party may request that the hearing be conducted with parties located in separate rooms with technology enabling the decision-maker and parties to simultaneously see and hear the party or the witness answering questions.

The School may also, at its discretion, allow any or all parties, witnesses, or other participants appear at the hearing virtually, with technology enabling participants simultaneously to see and hear each other.

The hearing will be closed to the public and witnesses will be present only during their testimony. For live hearings that use technology, the decision-maker shall ensure that appropriate protections are in place to maintain confidentiality.

Live Hearing - *Hearing Procedure*:

Advisor - Each party must have his or her own advisor present at the hearing. The role of the advisor is to ask relevant questions of the other party and other witnesses as described below. The hearing will be conducted in a respectful manner and with appropriate decorum. Advisors may counsel the party they represent during the hearing, however, advisors may not make opening or closing statements on behalf their represented party or raise or make objections on the record. Failure to comply with these requirements may be deemed by the

decision-maker as interference with the orderly conduct of the hearing and may subject the advisor to removal and replacement. If a party does not have an advisor present at the hearing, the School will provide an advisor of the School's choosing at no cost to the party.

Cross Examination - Each party will have the opportunity to have his or her advisor cross-examine the other party and any witnesses by asking relevant questions and follow-up questions, including those challenging credibility. Only the parties' advisors may ask questions of testifying witnesses, and the questioning must be conducted orally, and in real time. The decision-maker will preside over the hearing, and he or she will determine the order of witnesses.

Relevancy of Questions/Evidence - Before a party or witness answers a question, the decision-maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Advisors may not present arguments in favor or against the exclusion of any proposed question. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Generally, the decision-maker may not consider hearsay statements to constitute evidence at the hearing. Hearsay statements are statements made by either party, which were not made during the hearing, and which the other party offered in evidence to prove the truth of the matter asserted in the statement. Hearsay statements may only be considered when the decision-maker decides that a basis exists to include the hearsay statements as evidence under Article VIII of the Federal Rules of Evidence.

If Respondent intends to introduce evidence of the Complainant's past sexual behavior, Respondent must provide notice to the Title IX Coordinator and decision-maker at least five (5) Business Days in advance of the hearing accompanied by a written motion that specifically describes the evidence and states the purpose for which it is to be offered. The Title IX Coordinator will provide a copy of the notice and motion to the Complainant. Before admitting evidence under this rule, the decision-maker must conduct an in-camera hearing on the motion and give the parties a right to attend and be heard, through their advisors. The motion, related materials, and the record of the motion hearing must be and remain confidential.

All evidence provided to the parties prior the investigator's completion of the investigative report will be available at the hearing. Each party may refer to such evidence during the hearing, including for purposes of asking questions to other parties or witnesses.

Policy and Evidence of Affirmative Consent – In the evaluation of complaints in any hearing process, it shall not be a valid excuse to alleged lack of affirmative consent that the Respondent believed that the Complainant consented to the sexual activity under either of the following circumstances:

1. The Respondent's belief in affirmative consent arose from the intoxication or recklessness of the Respondent.
2. The Respondent did not take reasonable steps, in the circumstances known to the Respondent at the time, to ascertain whether the Complainant affirmatively consented.

In the evaluation of complaints in the hearing process, it shall not be a valid excuse that the Respondent believed that the Complainant affirmatively consented to the sexual activity if the Respondent knew or reasonably should have known that the Complainant was unable to consent to the sexual activity under any of the following circumstances:

1. The Complainant was asleep or unconscious.
2. The Complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the Complainant could not understand the fact, nature, or extent of the sexual activity.

The Complainant was unable to communicate due to a mental or physical condition.

Recognized Privileges - The decision-maker will recognize all legally recognized privileges, such as the attorney-client and work-product privilege, unless the holder of the privilege has waived the privilege. It is the responsibility of a party's advisor to invoke any privileges at the hearing. Failure to timely invoke a privilege will constitute a waiver.

Effect on Non-Participation - If a party or witness does not submit to questions at the hearing, the decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

Record of Hearing - Hearings will be recorded with an audio recording, audiovisual recording, or by transcript. The recording or transcript will be made available to all parties for inspection and review.

Determining Responsibility*:*
Following the hearing, the decision-maker will issue a written determination deciding whether the Respondent is responsible for the allegations of sexual harassment. The decision-maker will base his or her determination on a review of the relevant and admissible evidence obtained during the investigation or hearing, the investigative report, and hearing testimony. The written determination will be sent to each party's School-provided email account. Important appeal deadlines will be based on when the written determination is sent by the School, so the parties are strongly encouraged to carefully monitor their email correspondence for the determination.

The decision-maker will apply the preponderance of the evidence standard in reaching his or her determination. The written determination will include:

1. An identification of the allegations potentially constituting sexual harassment as defined in this policy;
2. A description of the procedural steps taken, from receipt of the formal complaint by the School through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the recipient's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, and disciplinary sanctions imposed on the Respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the Complainant; and
6. The procedures and permissible bases for the Complainant and Respondent to appeal.

The written determination will be simultaneously provided to the parties' School-provided email accounts. The parties will then have seven (7) Business Days to notify the Title IX Coordinator if they wish to appeal the determination regarding responsibility (see Appeal, below). The determination regarding responsibility becomes final either (1) seven Business Days after issuance of the written determination regarding responsibility, if no appeal is filed, or (2) if an appeal is filed, on the date the School provides a written determination on the results of an appeal.

Appeal

Both the Complainant and the Respondent may appeal the determination regarding responsibility, the dismissal of any allegation(s) of a formal complaint, and/or sanctions. All appeals will be decided by a decision-maker appointed by the School, who cannot be the same person who rendered a determination at the hearing or presided over the hearing. Once the decision-maker issues his/her written determination on the results of the appeal, all matters are considered final and no further appeals will be considered.

If a party wishes to appeal, he/she must send a notice of his/her intent to appeal, by email, to the Title IX Coordinator within seven (7) Business Days after the School sends the determination to the parties' School-provided email accounts. If a party does not submit notice of appeal within the seven-day deadline, he or she will lose any right to appeal the written determination. The notice of intent to appeal must state the specific ground(s) for the appeal.

An appeal is not intended to be a rehearing of the allegations in the formal complaint. Disagreement with the findings or sanctions is not a valid ground for an appeal. The School will only consider an appeal on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time of the determination regarding responsibility or dismissal was made that could affect the outcome of the matter;
3. The Title IX Coordinator, investigator(s), or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.

4. Ineffective assistance of an advisor. For the purposes of an appeal, a claim of ineffective assistance of counsel must assert (1) "that representation provided by the party's personal advisor fell below an objective standard of reasonableness," … and (2) that any such deficiency was "prejudicial to the party."

If a notice of intent to appeal does not reference one or more of these four grounds for appeal, the appeal will not be considered.

A timely appeal will stay the imposition of sanctions. Any interim measures imposed before or during the grievance process will remain in effect pending the resolution of the appeal.

Once the Title IX Coordinator receives a valid notice of intent to appeal, the Title IX Coordinator will notify all parties of the appeal, the ground(s) on which the appeal is sought, and the procedures for the appeal. Once the parties receive notice of the appeal from the Title IX Coordinator, the parties will have seven (7) Business Days to submit a written statement and any new evidence to the decision-maker on appeal in support of, or challenging, the outcome. Any party who does not timely submit his or her written statement or new evidence will be barred from doing so absent a showing of exceptional circumstances. It will be in the sole discretion of decision-maker on appeal whether to allow any extensions in the time to submit a written statement or new evidence.

The decision-maker on appeal will review the timely submitted written statements, any new evidence and the record as appropriate. Only facts or arguments concerning the above-listed grounds for an appeal will be considered in rendering his/her decision. Once a decision is made, he/she will contemporaneously send the written decision to each party's School-provided email account, describing the result of the appeal and the rationale for the result.

Once the decision-maker on appeal sends his/her decision to the parties, all matters will be final. No further appeals will be considered.

D. Disciplinary Options

Penalties: Substantiated accusations of sexual violence or sexual harassment may result in disciplinary action against the offender, up to and including termination of the employee's employment or the student's enrollment. Other potential penalties include: suspension for up to 6 months, community service, probation, no-contact order, or violence prevention training. In case of any formal proceedings against either a student or employee accused of violating this policy, the penalties shall be as proposed by the decision-maker from the live hearing. In addition, complainants who make accusations of sexual harassment in bad faith may be subject to equivalent disciplinary action.

Remedies: As determined appropriate by the decision-maker from the live hearing, substantiated accusations of sexual violence or sexual harassment may result in remedies for the Complainant in addition to or in lieu of disciplinary action for the Respondent. Remedies are intended to restore or preserve equal access to IBT's education program or activity, and include the same individualized services described as supportive measures under the Role of the Title IX Coordinator earlier in this Report, such as changes to classes, attendance times, parking arrangements, and/or externship locations where applicable, restrictions on contact, as well as extensions of time or other course related adjustments. However, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

Complaint Record and Notice of Outcome: All proceedings and records will be confidential to the extent permitted by law. However, both parties will be notified concurrently in writing about the outcome of the complaint by the decision-maker from the live hearing, who may use the Title IX Coordinator or another designee to facilitate delivery of the decision. Memoranda describing a reprimand will be placed into the files of any student or employee in the event disciplinary action is taken against one of the parties. If applicable, and at the request of the individual alleged to have caused the grievance, a memorandum recognizing a finding of non-harassment or nondiscrimination will be placed into the file of the student or employee.

E. Additional Information

Questions regarding this policy should be directed to the Title IX Coordinator. In addition, the U.S. Department of Education Office of Civil Rights ("OCR") investigates complaints of unlawful harassment of students in educational programs or activities. This agency may serve as a neutral fact finder and will attempt to facilitate the voluntary

resolution of disputes with all parties involved. For more information, visit the OCR website at: https://www.ed.gov/about/ed-offices/ocr.

Inquiries about the application of Title IX Regulations of the Department of Education may be referred to the School's Title IX Coordinator or the Assistant Secretary of the Department of Education, or both.
The Assistant Secretary of the Department of Education can be contacted at:

U.S. Department of Education
Assistant Secretary for Civil Rights
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
1-800-421-3481
OCR@ed.gov

X. California Investigation and Hearing Procedures for Conduct Not Covered by DOE Policies in Section IX

The policies in this section explain investigation and hearing procedures for alleged instances of sexual harassment and sexual violence that the Title IX Coordinator and the School determine do not meet the definition of Department of Education (DOE)-covered conduct, as set forth earlier in Section IX. POLICY REGARDING SEXUAL HARASSMENT AND SEX OFFENSES. Such conduct is additionally regulated under California law and is referred to in this Report as Non-DOE-Covered Conduct. The same interim and supportive measure referred to in Section IX are available to students under Section X.

A. Role of the Title IX Coordinator for Non-DOE-Covered Conduct

Students are strongly encouraged to and all Responsible Employees have both a duty and a requirement to report any instances or allegations of sexual harassment to the Title IX Coordinator. Students seeking to report sexual harassment by a third party should also report to the Title IX Coordinator. The institution shall respond to those reports when appropriate and necessary to address or prevent a hostile educational environment or to ensure students' access to education. However, nothing in this section shall establish any duty or obligation owed by a postsecondary institution to nonstudent parties that does not already exist by statute or agreement.

The Title IX coordinator will assess each report of sexual harassment and provide outreach, as appropriate, to each identifiable student who is alleged to be the victim of the reported conduct. The outreach will include all of the following information:

1. The institution has received a report that the student may have been a victim of sexual harassment.
2. A statement that retaliation for filing a complaint or participating in a complaint process, or both, under this section is prohibited.
3. Counseling resources within the institution or in the community.
4. Where a crime may have occurred, notice that the student has the right, but not the obligation, to report the matter to law enforcement.
5. The institution's investigation procedures established pursuant to the requirements of this Section X.
6. Potential interim measures, such as no-contact directives, housing changes, and academic schedule changes, where applicable.
7. The importance of preserving evidence.
8. A request for the student to meet with the Title IX coordinator or other designated employee to discuss options for responding to the report.
9. The manner in which the institution responds to reports of sexual harassment and a description of potential disciplinary consequences.

If a formal investigation is requested or the Title IX Coordinator deems that is appropriate, the Title IX Coordinator will provide the Complainant, the Respondent, and other student parties involved with written notice that the institution is conducting a formal investigation. This written notice shall include:

1. The allegations and the alleged institutional policy violations under review.
2. The approximate time period during which the institution shall conduct any investigation and anticipated date by which the parties shall be notified of the outcome of any investigation. Note: Each allegation and investigation is different and the Title IX Coordinator, in his or her sole discretion, will make this determination on a case-by-case basis.
3. An explanation of the meaning of the preponderance of the evidence standard and affirmation that it shall apply to adjudications under these procedures. The preponderance of the evidence standard is met if the institution determines that it is more likely than not that the alleged misconduct occurred, based on the facts available at the time of the decision.

Any new allegations that arise during the course of the investigation that could subject either party to new or additional sanctions will be subject to the same notice requirements. Additionally, the Title IX Coordinator will also provide all student parties involved with a notice regarding appropriate counseling resources developed and maintained by the institution for student parties in School misconduct matters involving sexual harassment.

The Title IX Coordinator shall remain in communication with the investigator and, when appropriate, will provide both the Complainant and Respondent equal periodic written status updates on the investigation consistent with the original stated timeline. When necessary, the Title IX Coordinator will provide notice in writing to parties of any extension of a time period granted in the investigation and fact-finding process that would change the prospective timeframes for the major stages of the complaint process, and the reason for that extension. Note: The School shall not unreasonably deny a student party's request for an extension of a deadline related to a complaint during periods of examinations or School closures.

B. Role of the Advisor

All parties may have an advisor of their choice to accompany them through the grievance process, including but not limited to a family member, victim advocate or other supporting individuals. Both parties have the right to consult with an attorney, at their own expense, at any stage of the process if they wish to do so. A party's advisor may be, but is not required to be, an attorney. A party may have his or her advisor present at any meeting, interview, hearing or other appearance the party is entitled to attend.

Advisors are expected to refrain from interfering in the investigation and resolution of a formal complaint and are required to act ethically, with integrity, and in good faith throughout the grievance process. If the Title IX Coordinator, an investigator, hearing officer, or other campus official determines that an advisor is acting in a manner intended to improperly disrupt or interfere with the grievance process, the advisor will receive a warning. Any subsequent attempt to disrupt or interfere with the grievance process will result in the advisor's immediate removal from the proceedings, and he or she will be barred from further participation in the Title IX grievance process. Unless the Title IX Coordinator, investigator, hearing officer, or other campus official determines that an advisor's misconduct is part of a party's deliberate attempt to disrupt or delay the grievance process, the proceedings will be suspended to allow a party to replace his or her advisor.

C. Investigation of Non-DOE-Covered Conduct

After notifying the parties of the formal complaint and the initiation of the grievance process, in order to ensure an impartial and trauma-informed investigation, the School will appoint one or more trained investigators to interview the parties, including follow up interviews with the Complainant, Respondent, and witnesses as appropriate, and gather evidence as necessary. Investigators will have received training on the following:

1. Trauma-informed investigatory and hearing practices that help ensure an impartial and equitable process;
2. Best practices for assessment of a sexual harassment or sexual violence complaint:
3. Best practices for questioning of the Complainant, Respondent, and witnesses;
4. Implicit bias and racial inequities, both broadly and in School disciplinary processes; and
5. Materials approved by the institution for this training shall include statistics on the prevalence of sexual harassment and sexual violence in the educational setting, and the differing rates at which students experience sexual harassment and sexual assault in the educational setting based on their race, sexual orientation, disability, gender, and gender identity.

During the investigation, the parties will be given an equal opportunity to identify witnesses and other evidence to assist the institution in determining whether a policy violation has occurred. The investigator shall have the authority to seek and interview such other witnesses and evidence as is deemed appropriate. The investigator will investigate any allegations that alcohol or drugs were involved in the incident between the parties. If the Investigator determines it to be necessary and appropriate, he or she may impose equitable evidentiary guidelines, and may include page or word limitations on party submissions.

The investigator may not consider evidence about the Complainant's sexual predisposition or prior sexual behavior unless it meets the following limited circumstances:

- The prior or subsequent sexual history between the Complainant and anyone other than the Respondent is directly relevant to prove that physical injuries or the conduct alleged to have been inflicted by the Respondent were inflicted by another individual.

- Evidence concerning the existence of a dating relationship or prior or subsequent consensual sexual relations between the Complainant and the Respondent is relevant to how the parties communicated consent in prior or subsequent consensual sexual relations. However, the mere fact that the Complainant and Respondent engaged in other consensual sexual relations with one another is never sufficient, by itself, to establish that the conduct in question was consensual.
- Before allowing the consideration of any evidence proffered pursuant to this criteria above, the investigator will provide a written explanation to the parties as to why consideration of the evidence is consistent with this clause.

When a party's participation in the investigation is invited or expected, the School or the investigator will provide written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings. The written notice will be given at least three (3) Business Days in advance of the party's expected participation. Pursuant to the limits on the role of advisors, discussed above, each party will be entitled to have an advisor of his or her choosing present at any meeting or interview to which the party is invited or expected to attend.

Neither the investigator nor the School may access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to that party, unless the School or the investigator obtains that party's voluntary, written consent to do so. If the party is under 18 years old, written consent must be given by the party's parent or guardian.

The School or the investigator may modify the list of allegations based on additional information learned during investigation. In that event, the parties will receive notice of a new allegation prior to the inclusion of a new allegation in an amended formal complaint.

Prior to the conclusion of the investigation, the School will provide the parties and their advisors the opportunity to inspect and review any evidence obtained during the investigation that is directly related to the allegations in the formal complaint. The parties will then have ten (10) Business Days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completing his or her investigative report.

At the conclusion of the investigation, the investigator will prepare an investigative report that fairly summarizes relevant evidence. The report will be simultaneously provided to all parties and their advisors at least ten (10) Business Days prior to the hearing, if a hearing is required. The parties may submit a written response to the investigative report for consideration by the hearing officer. However, a response to the investigative report must be received by the Title IX Coordinator no later than five (5) Business Days before the hearing. Reponses received after that deadline will not be considered by the hearing officer. The Title IX Coordinator will simultaneously provide all submitted written responses to the parties at least three (3) Business Days before the hearing.

Based on the results of the investigation, the School, in consultation with the Investigator and the Title IX Coordinator, will decide whether or not a hearing is necessary to determine whether any sexual violence more likely than not occurred. The School may also suggest mediation if appropriate. Note: This School will not mandate mediation to resolve allegations of sexual harassment, and shall not allow mediation, even on a voluntary basis, to resolve allegations of sexual violence. In making this decision, the School will consider whether the parties elected to participate in the investigation and whether each party had the opportunity to suggest questions to be asked of the other party or witnesses, or both, during the investigation.

D. Hearing procedures for Non-DOE-Covered Conduct

Any hearing conducted under these procedures shall be subject to the following rules:

Hearing Officer – The School will appoint a hearing officer to conduct the hearing, who will have received training on the following:

1. Trauma-informed investigatory and hearing practices that help ensure an impartial and equitable process;
2. Best practices for assessment of a sexual harassment or sexual violence complaint:
3. Best practices for questioning of the Complainant, Respondent, and witnesses;
4. Implicit bias and racial inequities, both broadly and in School disciplinary processes; and
5. Materials approved by the institution for this training shall include statistics on the prevalence of sexual harassment and sexual violence in the educational setting, and the differing rates at which

students experience sexual harassment and sexual assault in the educational setting based on their race, sexual orientation, disability, gender, and gender identity.

Time and Location – The hearing will be conducted at a location within the county where the School is located. The Title IX Coordinator will notify the parties of the time and location of the hearing at least ten (10) Business Days prior to the hearing. The notification will include an approximate timeline for the hearing and eventual decision based on specific circumstances and needs of the case at hand. Parties and their advisors are expected to adjust their schedules to attend the hearing. Hearings will not be rescheduled absent emergencies or extraordinary circumstances.

Within two (2) Business Days of the hearing, either party may request that the hearing be conducted with parties located in separate rooms with technology enabling the hearing officer and parties to simultaneously see and hear the party or the witness answering questions.

The School may also, at its discretion, allow any or all parties, witnesses, or other participants appear at the hearing virtually, with technology enabling participants simultaneously to see and hear each other.

The hearing will be closed to the public and witnesses will be present only during their testimony. For live hearings that use technology, the hearing officer shall ensure that appropriate protections are in place to maintain confidentiality.

Advisor - Each party may have his or her own advisor present at the hearing. The role of the advisor is to provide counsel and support to the party they represent during the hearing; however, advisors may not make opening or closing statements on behalf their represented party, question their party, the hearing officer, or any witnesses, or raise or make objections on the record. Failure to comply with these requirements may be deemed by the hearing officer as interference with the orderly conduct of the hearing and may subject the advisor to removal and replacement.

Questions and Cross Examination – There will be no cross-examination of either the Complaint, the Respondent, or any witness by either party or that party's advisor. Only the hearing officer is permitted to ask questions of any of the parties involved. The Complaint and Respondent will have the opportunity to submit written questions to the hearing officer in advance of the hearing. At the hearing, the other party may note an objection to the questions posed. The hearing officer, in his or her sole discretion, may limit such objections to written form, and neither the hearing officer nor the School are obligated to respond, other than to include any objection in the record. The hearing officer shall have the authority and obligation to discard or rephrase any question that the hearing officer in his or her sole discretion deems to be repetitive, irrelevant, or harassing. In making these determinations, the hearing officer is not bound by, but may take guidance from, the formal rules of evidence. Either party or any witness may request to answer the questions by video from a remote location.

Relevancy of Questions/Evidence - Before the hearing officer reads a written question provided by a party to the other party or a witness, he or she must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Advisors may not present arguments in favor or against the exclusion of any proposed question.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, and will not be allowed by the hearing officer unless they meet the following limited circumstances:

- The prior or subsequent sexual history between the Complainant and anyone other than the Respondent is directly relevant to prove that physical injuries alleged to have been inflicted by the Respondent were inflicted by another individual.
- Evidence concerning the existence of a dating relationship or prior or subsequent consensual sexual relations between the Complainant and the Respondent is relevant to how the parties communicated consent in prior or subsequent consensual sexual relations. However, the mere fact that the Complainant and Respondent engaged in other consensual sexual relations with one another is never sufficient, by itself, to establish that the conduct in question was consensual.
- Before allowing the consideration of any evidence proffered pursuant to this criteria above, the hearing officer will provide a written explanation to the parties as to why consideration of the evidence is consistent with this clause.

Generally, the hearing officer may not consider hearsay statements to constitute evidence at the hearing. Hearsay statements are statements made by either party, which were not made during the hearing, and which the other party offered in evidence to prove the truth of the matter asserted in the statement. Hearsay statements

may only be considered when the hearing officer decides that a basis exists to include the hearsay statements as evidence under Article VIII of the Federal Rules of Evidence.

All evidence provided to the parties prior the investigator's completion of the investigative report will be available at the hearing. Each party may refer to such evidence during the hearing, including for purposes of asking questions to other parties or witnesses. Generally, the parties may not introduce evidence, including witness testimony, at the hearing that the party did not identify during the investigation and that was available at the time of the investigation. However, the hearing officer has discretion to accept for good cause, or exclude, such new evidence offered at the hearing

Policy and Evidence of Affirmative Consent – In the evaluation of complaints in any hearing process, it shall not be a valid excuse to alleged lack of affirmative consent that the Respondent believed that the Complainant consented to the sexual activity under either of the following circumstances:

1. The Respondent's belief in affirmative consent arose from the intoxication or recklessness of the Respondent.
2. The Respondent did not take reasonable steps, in the circumstances known to the Respondent at the time, to ascertain whether the Complainant affirmatively consented.

In the evaluation of complaints in the hearing process, it shall not be a valid excuse that the Respondent believed that the Complainant affirmatively consented to the sexual activity if the Respondent knew or reasonably should have known that the Complainant was unable to consent to the sexual activity under any of the following circumstances:

1. The Complainant was asleep or unconscious.
2. The Complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the Complainant could not understand the fact, nature, or extent of the sexual activity.
3. The Complainant was unable to communicate due to a mental or physical condition.

Recognized Privileges - The hearing officer will recognize all legally recognized privileges, such as the attorney-client and work-product privilege, unless the holder of the privilege has waived the privilege. It is the responsibility of a party's advisor to invoke any privileges at the hearing. Failure to timely invoke a privilege will constitute a waiver.

Record of Hearing - Hearings will be recorded with an audio recording, audiovisual recording, or by transcript. The recording or transcript will be made available to all parties for inspection and review.

E. Outcome of the Complaint

Following the hearing, the hearing officer will issue a written notice of the outcome of the complaint deciding whether the Respondent is responsible for the allegations of sexual harassment. The hearing officer will base his or her determination on a review of the relevant and admissible evidence obtained during the investigation or hearing, the investigative report, and hearing testimony. The written determination will be sent to each party's School-provided email account. Important appeal deadlines will be based on when the written determination is sent by the School, so the parties are strongly encouraged to carefully monitor their email correspondence for the determination.

The hearing officer will apply the preponderance of the evidence standard in reaching his or her determination. The written notice of the outcome of the complaint will include:

1. the outcome of the complaint, including whether a policy violation was found to have occurred;
2. the basis for that determination, including factual findings;
3. any discipline imposed;
4. An assurance that the School will take steps to prevent recurrence of any harassment and to correct its discriminatory effects on the Complainant and others, if appropriate.

The written notice of the outcome of the complaint will be simultaneously provided to the parties' School-provided email accounts. The parties will then have seven (7) Business Days to notify the Title IX Coordinator if they wish to appeal the determination regarding responsibility (see Appeal, below). The determination regarding responsibility becomes final either (1) seven Business Days after issuance of the written determination regarding responsibility, if no appeal is filed, or (2) if an appeal is filed, on the date the School provides a written determination on the results of an appeal.

F. Disciplinary Options for Non-DOE-Covered Conduct

Penalties: Substantiated accusations of sexual violence or sexual harassment may result in disciplinary action against the offender, up to and including termination of the employee's employment or the student's enrollment. Other potential penalties include: suspension for up to 6 months, community service, probation, no-contact order, or violence prevention training. In case of any formal proceedings against either a student or employee accused of violating this policy, the penalties shall be as proposed by the hearing officer from the live hearing. In addition, Complainants who make accusations of sexual harassment in bad faith may be subject to equivalent disciplinary action.

Remedies: As determined appropriate by the hearing officer from the live hearing, substantiated accusations of sexual violence or sexual harassment may result in remedies for the Complainant in addition to or in lieu of disciplinary action for the Respondent. Remedies are intended to restore or preserve equal access to IBT's education program or activity, and include the same individualized services described as supportive measures under the Role of the Title IX Coordinator earlier in this Report, such as changes to classes, attendance times, parking arrangements, and/or externship locations where applicable, restrictions on contact, as well as extensions of time or other course related adjustments. However, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

Mutual No-Contact Directive: The School will issue mutual no-contact directive, either as an interim accommodation or as a penalty, automatically. Instead the School will consider the specific circumstances of each case to determine whether a mutual no-contact directive is necessary or justifiable to protect the noncomplaining party's safety or well-being, or to respond to interference with an investigation. A no-contact directive issued after a decision of responsibility has been made will be unilateral and only apply against the party found responsible. Upon the issuance of a mutual no-contact directive, the Title IX Coordinator will provide the parties with a written justification for the directive and an explanation of the terms of the directive. Upon the issuance of any no-contact directive, the Title IX Coordinator shall provide the parties with an explanation of the terms of the directive, including the circumstances, if any, under which violation could be subject to disciplinary action.

G. Appeal Procedures for Non-DOE-Covered Conduct

Both the Complainant and the Respondent may appeal the determination regarding responsibility, the dismissal of any allegation(s) of a formal complaint, and/or sanctions. All appeals will be decided by a hearing officer appointed by the School, who cannot be the same person who rendered a determination at the hearing or presided over the hearing. Once the hearing officer issues his/her written determination on the results of the appeal, all matters are considered final and no further appeals will be considered.

If a party wishes to appeal, he/she must send a notice of his/her intent to appeal, by email, to the Title IX Coordinator within seven (7) Business Days after the School sends the determination to the parties' School-provided email accounts. If a party does not submit notice of appeal within the seven-day deadline, he or she will lose any right to appeal the written determination. The notice of intent to appeal must state the specific ground(s) for the appeal.

An appeal is not intended to be a rehearing of the allegations in the formal complaint. Disagreement with the findings or sanctions is not a valid ground for an appeal. The School will only consider an appeal on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time of the determination regarding responsibility or dismissal was made that could affect the outcome of the matter;
3. The Title IX Coordinator, investigator(s), or hearing officer had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.
4. Ineffective assistance of an advisor. For the purposes of an appeal, a claim of ineffective assistance of counsel must assert (1) "that representation provided by the party's personal advisor fell below an objective standard of reasonableness," … and (2) that any such deficiency was "prejudicial to the party."

If a notice of intent to appeal does not reference one or more of these four grounds for appeal, the appeal will not be considered.

A timely appeal will stay the imposition of sanctions. Any interim measures imposed before or during the grievance process will remain in effect pending the resolution of the appeal.

Once the Title IX Coordinator receives a valid notice of intent to appeal, the Title IX Coordinator will notify all parties of the appeal, the ground(s) on which the appeal is sought, and the procedures for the appeal. Once the parties receive notice of the appeal from the Title IX Coordinator, the parties will have seven (7) Business Days to submit a written statement and any new evidence to the hearing officer on appeal in support of, or challenging, the outcome. Any party who does not timely submit his or her written statement or new evidence will be barred from doing so absent a showing of exceptional circumstances. It will be in the sole discretion of hearing officer on appeal whether to allow any extensions in the time to submit a written statement or new evidence.

The hearing officer on appeal will review the timely submitted written statements, any new evidence and the record as appropriate. Only facts or arguments concerning the above-listed grounds for an appeal will be considered in rendering his/her decision. Once a decision is made, he/she will contemporaneously send the written decision to each party's School-provided email account, describing the result of the appeal and the rationale for the result.

Once the hearing officer on appeal sends his/her decision to the parties, all matters will be final. No further appeals will be considered.

XI. Policy Statement on Hazing

IBT strictly prohibits hazing in any form. Hazing activities are inconsistent with the values of the institution and will not be tolerated. All members of the IBT community (students, faculty and staff) are encouraged to promptly and accurately report any incidents of hazing to the Campus Director, Eric Espejo, who can be reached at **(408) 727-1060**, **eric.espejo@ibt.edu**, or **91 East Tasman Drive, San Jose, California 95134**.

In alignment with the federal Clery Act/Stop Campus Hazing Act (SCHA) definitions, IBT defines hazing and student organizations as follows:

Hazing

The term 'hazing', for purposes of reporting statistics on hazing incidents…means any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that:

1. is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and
2. causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including—
    - whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
    - causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
    - causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
    - causing, coercing, or otherwise inducing another person to perform sexual acts;
    - any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
    - any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and
    - any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law."

Student Organizations

A student organization as an organization at an institution of higher education (such as a club, society, association, varsity or junior varsity athletic team, club sports team, fraternity, sorority, band, or student government) in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution.

Hazing is defined in the California Penal Code § 245.6 as any method of initiation or preinitiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any

school, community college, college, university, or other educational institution in this state. The term “hazing” does not include customary athletic events or school-sanctioned events.

IBT does not have any recognized student organizations.

Investigations into Allegations of Hazing

Investigations into allegations of hazing that contain elements of dating violence, domestic violence, sexual assault and stalking will be investigated and the outcome will be determined according to the procedures detailed above in section IX. POLICY REGARDING SEXUAL HARASSMENT AND SEX OFFENSES of this report.

Investigations into allegations of hazing that do not contain elements of dating violence, domestic violence, sexual assault and stalking will be investigated by the Campus Director according to investigation procedures below:

1. The Campus Director will investigate the complaint, and may conduct a conference with all involved parties in an attempt to resolve the grievance. The student(s) and/or employee(s) involved will receive a written response from the Campus Director within ten (10) working days of receipt of the hazing complaint.
2. If the hazing complaint still remains unresolved to the satisfaction of the student(s) and/or employee(s) who filed the complaint, the aggrieved party may appeal the decision within five working days of that decision to the School’s Chief Executive Officer, Peter Mikhail, who can be reached at **pmikhail@mikhailed.com**, **(702) 658-7900** or **5150 S. Decatur Blvd., Las Vegas, NV 89118**. The Chief Executive Officer may take whatever steps are deemed necessary to investigate, review and attempt to resolve the matter. The Chief Executive Officer or his representative will render a decision, which is final and binding upon all parties.

Penalties: Substantiated accusations of hazing may result in disciplinary action against the offender(s), up to and including termination of the employee’s employment or the student’s enrollment. Depending on the severity of the offense, other potential penalties include written disciplinary action; changes to classes, attendance times, parking arrangements, and/or externship locations; suspension for up to 6 months; community service; probation; no-contact orders; or hazing prevention training. Penalties shall be determined by the Campus Director in his or her sole discretion.

XII. Education and Training

IBT urges all members of the campus community to work together to promote a safe campus environment for everyone. IBT includes primary prevention and awareness training as well as training on bystander intervention, risk reduction, and information concerning signs of domestic, intimate partner, and dating violence in all student orientation training.

A. Primary Prevention and Awareness Training

In an effort to promote a safe environment and to prevent acts of sexual misconduct, IBT engages in primary prevention and awareness training regarding sexual violence, including dating violence, intimate partner violence, domestic violence, sexual assault and stalking. This training includes relevant information regarding drug and alcohol abuse as well as hazing. The programing will cover the following subjects:

- Identifies domestic violence, dating violence, sexual assault, stalking, and hazing as prohibited conduct;
- Defines using definitions provided both by the Department of Education as well as state law what behavior constitutes domestic violence, dating violence, sexual assault, stalking, and hazing;
- Defines what behavior and actions constitute consent to sexual activity;
- Provides a description of safe and positive options for bystander intervention. Bystander intervention means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, stalking, or hazing. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene;

- Provides information on risk reduction. Risk reduction means options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence;
- Outlines procedures victims should follow if a crime of dating violence, domestic violence, sexual assault, or stalking has occurred, including topics such as how to report such crimes, the importance of preserving evidence, options for involving law enforcement, services and protective measures available to victims;
- Outlines procedures the campus community should follow to report incidents of hazing.
- Reviews information about how the institution will protect the confidentiality of victims and other necessary parties;
- Provides an overview of information contained in the ASR, including procedures for institutional disciplinary action in cases of sexual assault.
- The school's status as a drug and alcohol free campus.
- Health risks of drug and alcohol use.
- Consequences of drug and alcohol use on campus, including possible legal sanctions, and sources for counseling or treatment programs.

IBT educates the student community about this policy, sexual violence prevention programs and related school policies during all group orientations held for new students upon the onset of a class. The Title IX Coordinator and persons appointed by the CEO who may serve as investigators, or as decision-makers in a live hearing procedure, will receive annual training on issues related to sexual violence. The Title IX Coordinator or his or her designee is responsible for training current students and all school faculty and staff about IBT's Title IX policies and conducting the new student training.

B. Bystander Intervention and Risk Reduction

IBT urges all members of the campus community to help prevent crimes, including crimes of sexual violence and hazing, and to promote a safe campus environment for themselves and others by practicing bystander intervention and risk reduction.

Bystander Intervention means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, intimate partner violence, domestic violence, sexual assault, or stalking. Bystander intervention techniques can also be effective to prevent harm or intervene in situations where hazing is occurring.

Members of the campus community can help prevent dating violence, domestic violence, sexual assault, stalking, and hazing by identifying potentially harmful situations and intervening on a potential victim's behalf when the intervention is not likely to put the bystander themselves in danger. A concept known as the three Ds of Bystander Intervention provides several useful strategies for intervention:

> **Direct:** In some situations, you may feel comfortable intervening directly by asking the potential victim if they are okay, expressing concern, or telling the potential offender(s) to stop their behavior.
>
> **Distract:** Another strategy is to interrupt the situation without direct confrontation by providing a distraction. Cut off the conversation with a diversion: you're about to leave the party, would the potential victim like a ride? Or, we're about to order pizza do you want any? Or just say that you or someone else needs to speak to the potential victim urgently.
>
> **Delegate:** If you are too wary or shy to intervene directly, notify someone who might be in a better position to intervene, for example friends of the potential victim, or someone who has the authority to intervene, such as a school official or manager.

In addition, if you witness what you believe to be a situation that may lead to the commission of a crime, IBT urges all members of the campus community to call 911 or to contact an IBT employee immediately.

Risk Reduction means options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence.

IBT urges members of the campus community to take steps to reduce the chances of themselves or another person becoming a victim of a crime, including but not limited to the following:

- Lock doors and secure items of value.
- Walk in pairs at night and travel to events or parties with others rather than attending by yourself; check in with one another frequently and leave together.
- Avoid impairment caused by alcohol or drugs and/or offer to call a cab for someone if you see they are intoxicated.
- Keep your cell phone charged and with you at all times in case you need to call for help, for yourself or for someone else.
- Be aware of your surroundings and avoid isolated or dimly lit places.
- Trust your own intuition and don't be afraid to call for help or let someone know if you are worried about your safety or the safety of another.

C. Warning Signs of Domestic, Intimate Partner, and Dating Violence

In order to help protect members of our campus community, IBT provides the following information concerning domestic, intimate partner, and dating violence, courtesy of the Mayo Clinic. The full Mayo Clinic article is available at: https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/domestic-violence/art-20048397

You might be experiencing domestic violence if your partner:

- Calls you names, insults you or puts you down.
- Often acts jealous or possessive.
- Tries to control how you spend money or your access to money.
- Tracks where you go, what you do online or who you talk to on the phone.
- Prevents you from going to work or School.
- Stops you from seeing family members or friends.
- Threatens to keep you from seeing your children.
- Gets angry or abusive when drinking alcohol or using drugs.
- Tries to control whether you can see a healthcare professional.
- Threatens you, your children or your pets with violence or a weapon.
- Hits, kicks, shoves, slaps, chokes or otherwise hurts you, your children or your pets.
- Forces you to have sex or engage in sexual acts against your will.
- Controls your birth control or demands that you get pregnant.
- Blames you for problems in the relationship or violent behavior, or tells you that you deserve it.

If you're gay, bisexual, transgender or gender diverse, you also may be experiencing domestic violence if your partner:

- Threatens to tell friends, family, colleagues or community members about your sexual orientation or gender identity without your consent.
- Tells you that leaving the relationship means you're admitting that gay, bisexual or transgender relationships are wrong.
- Justifies abuse by telling you that your gender identity or sexual orientation isn't "real."
- Tells you that law enforcement won't help a gay, bisexual, transgender or gender-diverse person.

XIII. POLICY STATEMENT ADDRESSING SEX OFFENDER REGISTRATION INFORMATION.

The local Police Department provides a link to the California Sex Offender Registry. IBT is required to inform students and employees about where law enforcement information provided by a State concerning registered sex offenders may be obtained. The law also requires sex offenders already required to register in a State to provide notice to each institution of higher education in that State at which the person is employed, carries a vocation, or is a student. In California, information about convicted sex offenders is available at www.meganslaw.ca.gov.

XIV. CLERY ACT CRIME REPORT STATISTICS

INSTITUTE FOR BUSINESS & TECHNOLOGY – San Jose, CA* Campus:

OFFENSE	PROPERTY	2023	2024*	2025
Murder and Non-Negligent Manslaughter	On-Campus Property	0	0	0
	Public Property	0	0	0
Negligent Manslaughter	On-Campus Property	0	0	0
	Public Property	0	0	0
Rape	On-Campus Property	0	0	0
	Public Property	0	0	0
Fondling	On-Campus Property	0	0	0
	Public Property	0	0	0
Incest	On-Campus Property	0	0	0
	Public Property	0	0	0
Statutory Rape	On-Campus Property	0	0	0
	Public Property	0	0	0
Robbery	On-Campus Property	0	0	0
	Public Property	0	0	0
Aggravated Assault	On-Campus Property	0	0	0
	Public Property	0	0	0
Burglary	On-Campus Property	0	1	3
	Public Property	0	0	0
Motor Vehicle Theft	On-Campus Property	0	0	0
	Public Property	0	0	0
Arson	On-Campus Property	0	0	0
	Public Property	0	0	0
VAWA Offense: Domestic Violence	On-Campus Property	0	0	0
	Public Property	0	0	0
VAWA Offense: Dating Violence	On-Campus Property	0	0	0
	Public Property	0	0	0

VAWA Offense: Stalking	On-Campus Property	0	0	0
	Public Property	0	0	0
Hate Crimes: Related to any of the above listed crimes, and/or involving simple assault, larceny-theft, intimidation or destruction/damage/vandalism of property, within one/more of the following bias categories: race, gender, gender identity, religion, sexual orientation, ethnicity, national origin, or disability	On-Campus Property	0	0	0
	Public Property	0	0	0
Hazing (Note: The Stop Campus Hazing Act became effective in 2025)	On-Campus Property	N/A	N/A	0
	Public Property	N/A	N/A	0
Arrests: Weapons: Carrying, Possessing, etc.	On-Campus Property	0	0	0
	Public Property	0	0	0
Disciplinary Referrals: Weapons: Carrying, Possessing, etc.	On-Campus Property	0	0	0
	Public Property	0	0	0
Arrests: Drug Abuse Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Disciplinary Referrals: Drug Abuse Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Arrests: Liquor Law Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Disciplinary Referrals: Liquor Law Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Unfounded Crimes	On-Campus Property + Public Property	0	0	0

Institute for Business & Technology does not have any noncampus buildings controlled by a student organization officially recognized by the School.

*IBT moved to a new location in San Jose, California, in July 2024. All statistics included on this chart for the reporting years prior to 2024 are for the previous campus location in Santa Clara, California. Statistics included on this chart for reporting year 2024 are for the Santa Clara, California, campus, located at 2400 Walsh Ave. prior to July 1, 2024, and for the new San Jose, California, campus located at 91 East Tasman Drive on or after July 1, 2024.

ADDENDUM B: TOOLS AND EQUIPMENT USED IN THE SCHOOL'S PROGRAMS

The **Automotive Technology** program utilizes the following instructional equipment to facilitate the course, program, certification, and/or industry required competencies:

Post Hoists	Brake Lathe
Alignment Machines	Fuel System Testing Kit
Tire Machines	Cooling System diagnosis and Service machine
Computerized Wheel Balancers	Engine Stands
Simulated Trainers	Compression testers
Automotive A/C Servicing System	Networked Computer Lab
Bi-Directional diagnostic scan tool	AllData Diagnostic and Maintenance software
Oil pressure tester	

Commercial Refrigeration, Heating and Air Conditioning Program utilizes the following instructional equipment to facilitate the course, program, certification, and/or industry required competencies.

120 v contactors	manifold gauges	Reach in Refrigeration
134a	Crimpers	charging cylinder
1506 T stats	Hammers	power drills
208 v contactors	recovery tanks	Walk in Refrigeration
24 v 30 amp two pole contactor	CPR	scales
24 volt tstat	Dykes	heat pumps
24v contactors	refrigeration ratchets	Gas furnaces
24v relays	404a	manometers
24v stepdown transformers	lp control	recovery units
3 n 1	6 n 1	micron gauges
407C	hp 81	chop saw
AEV's	cable cutters	flaring blocks
biflow driers sweat	507	cordless drill
C 163 heat pump driers	Seamer	grinder
C 83 driers	pipe wrenches	multimeters
C-32 driers	Channel locks	tubing benders
CPR Valves	HIS	hub pullers
dual pressure controls	vacuum pumps	Ice Machines
EPR Valves	8610 control module	leak detectors
Line voltage tstats	Crescent wrenches	A/C units
POE oil	nut drivers	tubing cutters
service Tee's	needle nose	extra hoses
TXV's	tin snips	UV light

Electrician program utilizes the following instructional equipment to facilitate the course, program, certification, and/or industry required competencies.

ELC MATERIAL	DUPLEX IND RECEPTICLE COVER	2100 BLANKS
DESCRITION	IND RECEPTICLE COVER DBLE	1/2 PUSH PENNY
30A RECEPTICLE	MC CONNECTOR	4/0 P RING
50A RECEPTICLE	1/2 ROMEX CONN PLASTIC	1/2 SS CONN
12-24 PANELS	3/4 ROMEX CONNECTOR PLASTIC	1/2 SS COUP
20A TWIST LOCK	2" KO SEAL	1/2 METAL ROMEX CONN
30A TWIST LOCK	1/2 BAT WINGS	3/4 METAL ROMEX CONN
SMOKE DETECTORS	GFCI IND COVER	1900 BOXES
2' WEATHER HEAD	F CLIPS	RECESS CANS
screw POINT OF ATTACHMENT	1900 BLANKS	BROOMS
DUST PANS	1/2 UNISTRUT STRAPS	1/2 SS COUP
1 1/2 CHASE NIPPLE	3/4 SS COUP	200' JACK CHAIN
3/4 LOCK NUT	1 1/4 2 HOLE STRAPS	PORTABLE THREADER
1/2 SPRING NUTS	2" UNISTRUT STRAPS	PORTA BANDSAW
2" PIPE CLMPS	1 GANG NAIL-ON	CORDLESS BANDSAW
1/2 FLEX CONNECTOR	3GANG NAIL-ON	CIRCULAR SAW
3/4 ONE HOLE STRAPS	4GANG NAIL-ONS	1 TIME CLOCK
3/4 FLEX CONN	1/2 FLEX CONN	DYKES NEW
2" SS COUPLING	1" SS COUP	LRG WIRE CUTTERS
3/4 UNISTRUT STRAPS	1/2 SS CONN	LINEMAN PLIERS
CHANNEL LOCKS	KNOCK OUT SET SMALL	8' LADDER
RIVETER	LRG KNOCK OUT SET	10' LADDER
STAPLE GUN	BATH FANS	14' LADDER
DRYWALL SAW	CORDLESS DRILLS	EXTENSION LADDER
HEX KEY SET	M/C CUTTERS	CAR CHARGER
SOCKET SET	VOLTAGE TESTERS	12/2 M/C
CHIME	COMPLETE SOLAR TRAINER	14/2
STRIP FIXTURE	SOLAR PANELS 2X4	14/3
EXIT SIGNS	4' LADDER	TOOL POUCHES COMPLETE
1/2 SEAL TIGHT	6' LADDER	21" KCMIL CUTTERS

Lab Assistant/EKG Technician/Phlebotomist Program utilizes the following instructional equipment and supplies to facilitate the course, program, certification, and/or industry required competencies:

Phlebotomy Chairs	Exam Table	Wheelchair
Phlebotomy Training Arm	Centrifuge	Hematocrit Centrifuge
Incubator	Autoclave	Sphygmomanometers (Manual/ Digital)
Thermometers (Digital/ Aural)	EKG Machines	Microscopes

CLIA Waived Tests	Glucose Meter	Hemoglobin Meter
Stethoscopes	Blood typing Kits	ESR tubes
Microscope Slides	Lancets for Hematocrit, Glucose	Urinalysis Supplies (Urine ChemStrips/Urinalysis cups)
Gloves	Phlebotomy Supplies (Vacutainer Needles, Syringes, Butterfly Needles, Vacutainer Needle Holder, Tubes, Tourniquets)	OSHA Training Video
Applied Phlebotomy Video Series	Throat Culture Swabs	Wrights Stain/Quick Stain III/ Gram Stain
ECG Made Easy Book	Medical Terminology Book	Laboratory Testing For Ambulatory Setting (Text & Work Book)
Phlebotomy Handbook (Blood Specimen Collection from Basic to Advanced)	Preventing Infectious Diseases Book	Alcohol Prep Pads
Gauze	Sharps/Biohazard Containers	

Medical Assistant Program utilizes the following instructional equipment and supplies to facilitate the course, program, certification, and/or industry required competencies:

Sphygmomanometers (Manual and Digital)	Stethoscope	Urinalysis Supplies (Urine ChemStrips/Urinalysis cups)	Urinalysis Machine
Glucometer	Hemoglobin Meter	Snellen Eye Chart	Ophthalmoscope
Otoscope	Exam tables	Phlebotomy Chairs	Wheelchair
Microscopes	Peak Flow Meter	Injection Supplies (Syringe, Needles – G23,G25,TB syringe with 27G needle Solutions)	Venipuncture Supplies (Vacutainer needles, butterfly needles, tubes Vacutainer Needle Holder, tourniquets)
Hematocrit Centrifuge	Mayo Stand	CLIA Waived Tests	OSHA Training Video
Sharps/Biohazard Containers	Dressing/Bandage Supplies (Ace wrap, Sling, Gauze)	Gauze	Adult/Infant Scale
Alcohol Prep Pads	Phlebotomy Training Arm	Sedimentation Rate Tubes	Percussion Hammer

Forceps	Hemostats	Thumb Tissue Forceps	Measuring Tape
Surgical Scissors	Surgical Blade/Blade Handles	Sutures	Nasal Speculum
Vaginal Speculum	Tongue Depressors	Throat Culture Swabs	EKG Machines
Pap Tray Set Up	Iris Scissors	Suture Removal Set	Autoclave
Incubator	Lancets	Clay Sealant for Hematocrit	Digital/ Aural Thermometers
Gloves	Blood Typing Kits	ECG Made Easy Book	Medical Terminology Book
HIPAA Video	Eye Occluder	Comprehensive Medical Assisting Administrative and Clinical Competencies Textbook	Student Workbook Comprehensive Medical Assisting

The Cardiovascular Sonography program utilizes the following instructional equipment to facilitate the course, program, prerequisites for certification and/or industry required competencies:

Cardiac Machines (ultrasound)	EKG Machine	ABI Machine	Ultrasound gel
Chairs	Warmer for Ultrasound gel	Bed sheets	Ultrasound leads
Tables	Blocks	Pillow cases	Disinfecting wipes
Probes	Towel and sheet service	Pillows	Gloves
ASE poster for echo	EKG leads	Blood pressure machine	CV posters
Gowns	EKG paper	Ceiling rods	Heart model
Hand Towels	EKG caliper and ruler	Curtains (16ftx9ft)	